

Including Children Affected by Migration



ICAM National Facilitator Workshop Guide for ICAM team Facilitators

Developed by the Northampton Centre for Learning Behaviour

Using this guide

This guide is intended for use in the first stage of a cascade of Continuing Professional Development (CPD) programme during which ICAM Team Facilitators will train a team of ICAM National Facilitators using these workshop materials and the accompanying Facilitator Handbook. During the second stage, the facilitators will use the Including Children Affected by Migration (ICAM) School Leader Guide and the accompanying ICAM Handbook to train School ICAM Leaders. The School ICAM Leaders will train the staff in their schools.

It is recommended that two or three ICAM Team Facilitators work together to co-facilitate the workshop so that, while one is presenting a session, the others can offer support, where necessary, to ensure that all participants understand and will achieve the learning outcomes for the session.

The guide is offered as a framework which ICAM Team Facilitators can adapt to suit their circumstances. The purpose is stated at the beginning of each activity and ICAM Team Facilitators may prefer to use an alternative way of achieving that purpose. There is a column on each page for facilitators to add their own notes in the light of their experience of the CPD. Videos to support the workshop can be found on the ICAM website <https://www.icamproject.eu/videos>.

Before the workshop, participants should be sent a programme, a welcoming letter, some reading to be done before the workshop and an initial self-assessment which they are asked to complete and bring with them.

As participants will undertake activities in groups throughout the workshop, it is important that the accommodation allows them to be seated in groups of 6 to 8 around tables. They will need laptops and internet access.

Participants will need:

- the ICAM National Facilitator Workshop Programme
- the ICAM National Facilitator Additional Handbook
- the ICAM Handbook
- the School ICAM Leader Workshop Guide for ICAM National Facilitators

These materials may be supplied as hard copies or electronically.

The workshop lasts for five days. There are four or five planned workshop sessions for each of the first four days, interspersed with two breaks for tea/coffee and a longer break for lunch. At the end of each day, participants will review what they have learned and be given short overnight tasks to complete in preparation for the following day.

On the fifth day participants will take it in turns to practise co-facilitating a short workshop session for other participants. Depending on the size of the whole group, it may be necessary to use more than one workshop room for this day.

Before the final session, ICAM National Facilitators complete the self-assessment again and compare the results with the self-assessment they made before the workshop in order to see what they have learned. They complete a personal action plan to help them to continue to develop their knowledge and skills as they implement the workshop programme.

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 Guide:

CAM - Children Affected by Migration

CPD – Continuing Professional Development

ICAM– Including Children Affected by Migration

LSE - Life Skills Education

PTSD - Post Traumatic Stress Disorder

SEL – Social and Emotional Learning

STS - Secondary Traumatic Stress

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 Guide applies this definition and refers to all young people in school as 'children'

Before the workshop

At least a week before the workshop, participants should be sent a welcoming letter with:

- the programme for the workshop
- the ICAM National Facilitator Initial Self-assessment of knowledge, understanding and skills - with encouragement to complete it and bring it to the workshop
- the ICAM Handbook – they should be asked to read Sections A to C and Sections 1 to 3 of this Handbook before the workshop
- the ICAM National Facilitator Additional Handbook

Materials for use during the workshop

For each participant you will need:

- a printout of the slides for this workshop
- as they work through the activities, a copy of each of the resource sheets in this document (with the exception of Resource sheets on leadership styles - you need only one, or possibly two, copies of these.)
- the slides for the School ICAM Leader Workshop
- the School ICAM Leader Workshop Guide

Note: The Resource sheets are numbered according to their place in the School ICAM Leader Workshop Guide. e.g. Resource sheet 2.1 concerns policy writing which is the first topic on Day 2 of the School ICAM Leader Workshop Guide. It is used on Day 1 of the ICAM National Facilitator Workshop

ICAM National Facilitator 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 an ICAM facilitator. 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 ICAM facilitators and 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 ICAM National Facilitator, 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

ICAM National Facilitator initial self-assessment

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

1. How do you rate your awareness of the past and present experiences of CAM and their possible effects?	Rating 0-10
Your awareness of the stories of individual CAM in your region	
Your understanding of the possible effects of their experiences on CAM in your region	
Your empathy for, and positive attitude towards, CAM	
Total	
<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>	
2. How do you rate your knowledge and understanding of ways of reviewing the school's effectiveness in including CAM?	Rating 0-10
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	
Total	
<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>	

3. How do you rate your ability help School ICAM Leaders to create and implement policies and strategies for the inclusion and support of students, including appropriate language support for CAM?	Rating 0-10
Your ability to help School ICAM Leaders to write policies for the inclusion and support of students, including CAM	
Your ability to help School ICAM Leaders to plan strategies based on the policy to enhance inclusion and support of CAM	
Your ability to help School ICAM Leaders to implement strategies to enhance inclusion and support of CAM securing the commitment of stakeholders	
Total	
<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>	
4. How do you rate your ability to help School ICAM Leaders to lead an ICAM programme?	Rating 0-10
Your ability to help School ICAM Leaders to lead and manage change	
Your ability to help School ICAM Leaders to use appropriate leadership styles to enhance inclusion and create a climate of convivencia (living together in harmony)	
Your ability to help School ICAM Leaders to share leadership tasks and responsibilities	
Total	
<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>	

5. How do you rate your ability to help School ICAM Leaders to increase their knowledge and understanding of effective strategies for the induction of new CAM into the school?	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of providing a welcome, recognising and celebrating cultural diversity and acceptance	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of effective ways of assessing the needs of CAM when they arrive in a school	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of structures to support CAM, including the importance of a Key Adult	
Total	
<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>	
6. How do you rate your ability to help School ICAM Leaders to create a safe environment for learning?	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of recognising and celebrating the contribution of CAM to the life of a school	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of the safeguarding of CAM and ability to help School ICAM Leaders to recognize signs of abuse or neglect	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of preventing bullying behavior and of dealing with it when it occurs.	
Total	
<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>	

7. How do you rate your ability to help School ICAM Leaders 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?	Rating 0 –10
Your ability help School ICAM Leaders to increase their 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 help School ICAM Leaders to create an ethos that develops students' social and emotional skills	
Your ability to help School ICAM Leaders to model social and emotional skills for staff and students	
Total	
<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>	
8. How do you rate your ability to help School ICAM Leaders to provide additional support for CAM's Social and Emotional Learning and general wellbeing?	Rating 0 –10
Your ability to help School ICAM Leaders to improve their knowledge and understanding of the possible additional social and emotional needs of CAM	
Your ability to help School ICAM Leaders to know how to identify CAM in need of additional Social and Emotional Learning support	
Your ability to help School ICAM Leaders to know how to organize additional small group or individual Social and Emotional Learning support for CAM	
Total	
<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>	

9. How do you rate your ability to help School ICAM Leaders to provide support for staff, including continuing professional development, for the inclusion of CAM?	Rating 0-10
Your ability to help School ICAM Leaders to provide continuing professional development for staff to enhance the inclusion of CAM	
Your ability to help School ICAM Leaders increase their knowledge and understanding of strategies to ensure staff emotional health and wellbeing	
Your ability to help School ICAM Leaders to recognise the possible effects of secondary traumatic stress and provide support to ameliorate them	
Total	
<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>	
10. How do you rate your ability help School ICAM Leaders to involve students throughout the school in supporting each other and the inclusion of CAM	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of ensuring that the climate in classrooms supports inclusion	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of the implementation of effective peer support systems	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of involving students in decision making	
Total	
<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>	

11. How do you rate your ability to help School ICAM Leaders to gain support from, and help for, parents/carers of CAM in continuing SEL in the home?	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of communicating effectively with parents/carers	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of involving parents/carers in the school's work	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of ensuring that social and emotional learning continues in the home	
Total	
<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>	
12. How do you rate your ability to help School ICAM Leaders to promote involvement with the local community to enhance the inclusion of CAM	Rating 0-10
Your ability to help School ICAM Leaders to identify sources of support for CAM and their families in the local community	
Your ability to help School ICAM Leaders to work in partnership with the local community	
Your ability to help School ICAM Leaders to encourage celebration of the contribution of CAM and their families to the local community	
Total	
<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 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

ICAM National Facilitator Workshop Programme

Day 1	
9.00am Session 1 Opening the Workshop Starting to build a learning community	<p>Formal welcome to the course set in the context of the ICAM programme..</p> <p>Introduce the Erasmus + programme:</p> <p>Introduce the ICAM partners</p> <p>The workshop programme and the ICAM materials</p> <p>Establishing a working agreement in the group</p> <p>Overall aims for the 5 day workshop</p> <p>The value of Warm up Activities</p> <p>Setting up a workshop</p> <p>Modelling use of Check-ins throughout the workshop</p> <p>The thoughts and ideas wall</p> <p>Completing the ICAM self - assessment of prior knowledge and skills and personal outcomes expected from the workshop</p> <p>Expectations & Concerns</p> <p>A working agreement</p> <p>Learning outcomes for Day 1</p>
10.30 – 11.00	Tea /coffee break
11.00 am Session 2 Features of ICAM Facilitation	<p>Learning styles</p> <p>How adults learn</p> <p>Effective teaching methodology The four stage learning process</p> <p>Solution focused approaches to introducing change</p> <p><i>Making best use of:</i></p> <ul style="list-style-type: none"> a) The Literature review and what it tells us about CAM needs (ICAM handbook section C.3) b) Cascade learning (Additional Handbook section 3.1) c) Co-facilitation (Additional Handbook section 5.2) d) Monitoring and evaluating learning outcomes from a workshop (Additional Handbook section 5.6) e) Learning in groups and sharing feedback after group tasks (Additional Handbook section 5.5) f) Communication and ongoing learning community including use of the website (Additional Handbook section 2.5 & 2.6) g) Personal support and wellbeing for School ICAM leaders (ICAM handbook section 9.3)
12.30 - 1.30	Lunch

1.30 pm Session 3 The role of School ICAM Leader	The role and responsibilities of the School ICAM Leader Working with the senior leadership team and leading from the middle The qualities and person specification for effective School ICAM leaders How to support the CPD of School ICAM leaders
3.00 -3.30	Tea /coffee break
3.30 pm Session 4 The long term effects of displacement – children displace in World War 2	<i>How to achieve School ICAM Leader learning in</i> Learning from the experiences of children displaced during the second world war The physical effects of conflict and displacement The psychological effects of conflict and displacement Developing a session for the School ICAM Leader workshop
4.415pm Session 5 Attachment theory and the consequences for CAM	<i>How to achieve School ICAM Leader learning in</i> Our Internal Working Model Background to attachment theory The impact in school What can we do in school?
5.00pm Review of the day's learning	Thoughts and ideas feedback First Circle time for reflection on learning during Day1 of the workshop Complete feedback forms Personal support and wellbeing
5.30 pm Closure	Overnight task to familiarise yourself with The ICAM Handbook and The ICAM National Facilitator Additional Handbook content and to read sections relevant to Day 2

Day 2	
9.00 Opening Day 2	Circle time Learning outcomes for Day 2.
9.20am Session 6 The current situation for children affected by migration (CAM) in our schools	<i>How to achieve School ICAM Leader learning in:</i> Who are CAM? The CAM in our schools The benefits the inclusion of CAM brings to our schools Why schools are the most important agents for support of CAM The rights of all children and CAM in particular
10.30 -11.00	Tea /coffee break

11.00 am Session 7 Key Feature 1 Awareness of the past and present experiences of CAM and their possible effect	<i>How to achieve School ICAM Leader learning in:</i> Activity :Listening Who needs to know CAM's stories? Empathy and a positive attitude towards CAM Understanding the possible effects of trauma Understanding the post-migration challenges for families of CAM
12.30 – 1.30	Lunch
1.30pm Session 8 Key Feature 2 Regular reviews of the school's effectiveness in including CAM	<i>How to achieve School ICAM Leader learning in:</i> The purpose of school review The process of school review Implementing the school review Ensuring that the school review models convivencia Setting up the review for use in a school Ethical considerations Developing an action plan
3.00 – 3.30	Tea /coffee break
3.30pm Session 9 Key Feature 3 Effective whole school policies and strategies for the inclusion of students, including appropriate language support for CAM	<i>How to achieve School ICAM Leader learning in:</i> A vision for a school with a climate of convivencia Writing and sharing a school policy Communicating and monitoring a school policy
5.00pm Review of the day's learning	Thoughts and ideas feedback Circle time for reflection on learning during day1 of the workshop Complete feedback forms Personal support and wellbeing
5.30pm	Closure

Day 3	
9.00am Opening Day 3	Welcome Circle Time Review of feedback forms from Day 2 and reflection on learning already achieved Feedback on overnight practice setting up a school to use the ICAM School review – possible additional online session with Irina Learning outcomes for day 3

9.15am Session 10 Key Feature 4 School leadership for development	<i>How to achieve School ICAM Leader learning in:</i> Leadership styles suitable for promoting convivencia and inclusion Distributed leadership and the qualities of a good leader and manager of an ICAM programme Leading and managing change
10.30 -11.00	Tea /coffee break
10 50am Session 11 Key Feature 5 Effective strategies for the induction of new CAM into the school community	<i>How to achieve School ICAM Leader learning in:</i> Welcoming new students to the school A Key Adult Making assessments
12.30 – 1.30	Lunch
1.30pm Session 12 Key Feature 7 A formal and informal social and emotional learning (SEL) curriculum	<i>How to achieve School ICAM Leader learning in</i> The core elements of an effective SEL programme Core Element 1: A positive ethos of convivencia Core Element 2: Staff modelling Core Element 3: A taught SEL curriculum Core Element 4: Reinforcing the taught SEL curriculum.
3.00-3.30	Tea /coffee break
3.30 pm Session 13 Key Feature 8. Additional support for CAM's Social and Emotional Learning and general wellbeing	<i>How to achieve School ICAM Leader learning in</i> The possible effects of migration experiences How do we respond to these signs? Identifying CAM in need of additional support How small group support can meet the additional SEL needs of CAM A model of Small Group Work
5.00pm Review of the day's learning	Thoughts and ideas feedback Circle time for reflection on learning during day1 of the workshop Complete feedback forms Personal support and wellbeing
6.00pm	Closure

Day 4	
9.00am Opening Day 4	Welcome Warm up activity Circle time Review of feedback forms from Day 3 and reflection on learning already achieved Discussion about how to encourage the use of ICAM Handbook by School ICAM leaders Learning outcomes for Day 4.
9.10am Session 14 Key Feature 8 Effective strategies to ensure the safety and wellbeing of students in and around the school	<i>How to achieve School ICAM Leader learning in</i> A whole school approach to creating convivencia and feelings of safety Preventing bullying Procedures to deal with suspected neglect or abuse outside school
10.30 – 11.00 Tea/coffee break	
11.00 am Session 15 Key Feature 9 Support for staff, including continuing professional development on SEL and ways of meeting the additional SEL needs of CAM	<i>How to achieve School ICAM Leader learning in</i> Level 1: Raised awareness and understanding of the past experiences of CAM Level 2: Improved SEL provision for all CAM integrated into lessons and the school environment Level 3: A greater understanding of the possible additional SEL needs of CAM and improved SEL provision to meet these needs in the whole of their school experience Level 4 Small group/individual interventions for students identified as having the most severe additional SEL needs Staff wellbeing and avoiding secondary trauma
11.45 am Session 16 Key Feature 10 Involvement of students	<i>How to achieve School ICAM Leader learning in</i> Relationships in the classroom How can students support one another outside the classroom Listening to students
12.30 – 1.30 Lunch	
1.30pm Session 17 Key Feature 11 Involvement of families	<i>How to achieve School ICAM Leader learning in</i> Communicating with parents Involving parents/carers, including those who are hard to reach, in the work of the school and continuing SEL in the home Providing a programme for parents/carers of CAM
2.15pm Session 18 Key Feature 12 Involving the Local Community	Identifying sources of support for CAM in the local community Developing and leading partnerships within the local community
3.00 – 3.30 Tea/coffee break	

3.30pm Preparing the final session for the School ICAM Leader Workshop Guide	<p>Reflection on learning during day 4 of the workshop and completion of Daily Evaluation form on learning during days 4</p> <p>Completing the ICAM self-assessment of knowledge and skills learnt from the workshops and from implementing the ICAM school review</p> <p>Comparison of ICAM self-assessment results before and after the workshop</p> <p>Collation of ICAM self-assessment of results from all participants – for use in the workshop evaluation</p> <p>Developing personal action plans</p> <p>Discussion of experiences during the workshop and completion of Final Evaluation Form</p>
3.25pm Plenary	<p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>Building a learning community</p> <p>Resources for schools available already for each of the 4 stages for supporting CAM</p> <p>Access to the database</p> <p>Using the ICAM website and continuing as a learning community</p> <p>Sharing resources and experiences – growing the database and staying in touch</p>
3.40pm – 5.30pm Afternoon / evening task Preparing presentations.	<p>Working in country teams:</p> <p>Preparation of a 1.5 hour session from the 13 sessions in School ICAM Leader workshop programme</p> <p>It should be based on the five-stage process</p> <p>It should include:</p> <ul style="list-style-type: none"> a) references to the ICAM Handbook b) facilitation techniques learned during the workshop c) All ICAM National Facilitators must be involved in co- facilitation d) After the presentation the 'trainees' will give feedback to the facilitators. How to give feedback in the ICAM programme

Day 5	
8.30am Opening Day 5	<p>Welcome</p> <p>Warm up activity</p> <p>Review of feedback forms from Day 1 and reflection on learning already achieved</p> <p>Agreeing arrangements for the practice sessions</p>
8.40am Practice Session 1	<p>Country team 1 co- facilitate a 1.5 hour demonstration session from the School ICAM Leader Workshop Guide</p> <p>Other teams and UK Facilitators behave as School ICAM leaders</p> <p>30 minute feedback from everyone</p>
10.40. -11. Coffee Break	
11.00am Practice Session 2	<p>Country team 2 co- facilitate a 1.5 hour demonstration session from the School ICAM Leader Workshop Guide</p> <p>Other teams and UK Facilitators behave as School ICAM leaders</p> <p>30 minute feedback from everyone</p>

1.00 – 2.00	Lunch
2.00 Practice Session 3	<p>Country team 3 co- facilitate a 1.5 hour demonstration session from the School ICAM Leader Workshop Guide</p> <p>Other teams and UK Facilitators behave as School ICAM leaders</p> <p>30 minute feedback from everyone</p>
3.50 – 4.10	Coffee Break
4.10 – 5.30 Close of the workshop	<p>Thoughts and ideas feedback</p> <p>Completing the ICAM self-assessment of knowledge and skills learnt from the workshops</p> <p>Comparison of ICAM self-assessment results before and after the workshop</p> <p>Developing personal action plans</p> <p>Collation of ICAM self-assessment of results from all participants – for use in the workshop evaluation</p> <p>Collection of copies of action plans – to refer to during the support visits</p> <p>Use of the website for ongoing communication and support from the developing data base of materials ideas and good practice</p> <p>Arrangements for support visits by NCfLB Team to support National Facilitators during an School ICAM Leader workshop</p>

Day 1

Session 1	Opening the Workshop. Starting to build a learning community		
9.00am 25 mins	<p style="text-align: center;">Introduction</p> <p>Purpose: to make everyone feel welcome and to set the scene for the workshop.</p> <p>PPT 1 Welcome!</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip At the start of this workshop it is a good idea to emphasise that we are going to work together to develop a workshop programme and materials that National Facilitators will be able to use at the start of a process of Continuing Professional Development for School ICAM Leaders that will enable them to make school improvements for the inclusion of CAM.</p> <p>This first session is designed to help National Facilitators think about how they are going to begin building a learning community from the School ICAM Leaders attending their workshop. It is important to set up the systems and arrangements that will facilitate their learning. However, this introductory session for National Facilitators will take longer than they will be advised to spend when working with. School ICAM Leaders - they will want to get started on their learning journey and not spend a long time on arrangements for the workshop.</p> </div> <p>Make sure everyone has a name badge that can be read from a distance. Seat them at tables of between 6 and 8 people.</p> <p>PPT 2 Formal welcome to the course set in the context of the ICAM programme..</p> <p>Introduce yourselves and invite participants to introduce themselves by saying their name, their job, and one thing that they enjoy about their work.</p> <p>Introduce the Erasmus + programme:</p> <p>Refer to the ICAM Additional Handbook pages 4-8 In their table groups invite one member to explain the Erasmus+ programme to the group Other members of the group should note 4 ways in which the ICAM will further the aims of the Erasmus + programme</p> <p>Introduce the ICAM partners</p> <p>Refer to the ICAM Handbook page 5 and explain the international nature of our partnership</p> <p>Introduce Children Affected by Migration (CAM)</p> <p>Resource sheet 1.1</p> <p>Provide copies of the information sheet and in table groups invite participants to read and note the definitions and statistics. Invite them to discuss anything that surprises them or stands out.</p>	<p>Electronic copies of</p> <p>The workshop programme,</p> <p>The ICAM Handbook</p> <p>The Additional ICAM Handbook</p> <p>The School ICAM Leader Workshop Guide and PowerPoints</p> <p>The ICAM National Facilitator Workshop PowerPoints .</p> <p>Copy of resource sheet 1.1 for each participant</p> <p>Resource Sheet 1.2 'How am I feeling today?' on each table</p>	

	<p>Go round the groups and collect anything interesting to share with everyone</p> <p>The workshop programme and the ICAM materials</p> <p>Go through the programme for the workshop Days 1 to 5 briefly. We are going to take them through the workshop programme for School ICAM leaders and help them to prepare to use it in their context. We are also going to explore some of the methodology and techniques for supporting the CPD of School ICAM Leaders so that ICAM National Facilitators are able to assist them effectively in implementing the programme in their schools</p> <p>Explain that the ICAM Handbook, together with the ICAM Additional Handbook for National Facilitators, which they have been given, describes the underlying philosophy and methodology that we will use and the key knowledge and understanding they will need to acquire– it will be a useful source of information and guidance and we will refer to it often.</p> <p>Explain that this and the School ICAM Leader Workshop will cover the 12 features of a school that is well organised for the inclusion of CAM. They are described in Section D of the ICAM Handbook, which they have been given – they were asked to read Sections A to C and Sections 1 to 3 of this Handbook before the workshop. These sections describe the CPD principles and methodology.</p> <p>Ask them to look at Section D now.</p> <p>PPTs 3 & 4 Convivencia and SEL</p> <p>At this early stage it is worth mentioning 2 core elements of the ICAM programme</p> <p>Explain that there are essentially 2 main developments for a whole school embedded throughout the ICAM programme.</p> <ol style="list-style-type: none"> 1. The creation of a school ethos of convivencia 2. Supporting the development of SEL for CAM as part of their educational entitlement <p>They also have a printout or copy of the PPT slides that we will be using.</p> <p>Have they all completed their initial self-assessment? (If not , please do it at lunchtime)</p> <p>We will do a final self-assessment at the end of the week, when we consider what we have achieved together and plan for what we have to do next.</p> <p>At the end of each day we will spend time on reflecting on what has been learned and assessing the effectiveness of the workshop We will also be looking ahead to the next day and considering what prior knowledge will be helpful to bring to the session .</p>		
<p>9.25 am</p> <p>3 Mins</p>	<p>Overall aims for the 5 day workshop</p> <p>PPT 5 Introduce the main learning outcomes for the workshop</p> <ol style="list-style-type: none"> 1. Raising awareness of the experiences of CAM and their needs for support to repair and restore their social and emotional development 		

	<ol style="list-style-type: none"> 2. Helping you to gain a full knowledge and understanding of the ICAM programme and strategies for developing convivencia and Social and Emotional Learning (SEL) to aid the inclusion of CAM in a school 3. Modelling facilitation styles and techniques that are appropriate for the CPD of School ICAM Leaders 4. Developing your knowledge and skills so that you are confident leaders for the next steps of the ICAM programme 5. Providing opportunities for you to practise, and receive feedback on, the skills you need to support School ICAM Leaders as they deliver the ICAM programme in their schools. 6. Creating a team of National Facilitators who will form a learning community, supporting each other as they share their experience and good practice and continue to develop their skills. 		
9.28am 15 Mins	<p>PPT 6 & 7 Warm up Activities</p> <p>Explain the benefits of a warm up activity in preparing participants for active learning and the range of warm ups available</p> <p>Refer to section in the ICAM Additional Guide and invite participants to read it</p> <p>Quickly summarise:</p> <p>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).</p> <p>They can be used to:</p> <ul style="list-style-type: none"> • 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. <p>Facilitators should:</p> <ul style="list-style-type: none"> • 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. 	Copy of Resource Sheet 1.2 for each participant	

	<ul style="list-style-type: none"> choose activities carefully to suit the group. At the beginning of a workshop 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. <p>Run a short warm up activity –</p> <p>Give each participant a copy of Resource Sheet 1.2. When told to start, they should move around the room, find people who fulfill the criteria and write the name of the person who fulfills the criterion in the box.</p> <p>They should ask their first question of somebody who is not sitting at their table.</p> <p>They have 5 minutes to collect as many names as possible.</p> <p>Ask them to stand. Say “Start”. After 5 minutes say “Stop”.</p> <p>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.</p> <p>Explain the purpose of the warm up and why it was chosen</p>		
9.43am 10 Mins	<p>PPT 8 Setting up a workshop</p> <p>a) Sending invitations – the content of an invitation letter</p> <p>Activity</p> <p>Ask groups to suggest what should be included in an invitation letter and refer to the School ICAM Leader Workshop Guide page 2 – Before the workshop</p> <p>b) Prepare the venue and arrange the room – discuss different room organisations and flexible use of rooms</p> <p>c) Welcome participants – discuss how everyone can be made to feel welcome and at ease when they arrive</p> <p>d) Explain the workshop programme – what we are doing now!</p>		
9.53am 10 Mins	<p>Modelling use of Check-ins throughout the workshop</p> <p>PPT 9 Check- ins are a useful way of getting feedback on the learning taking place</p>	Resource Sheet 1.3 ‘How am I feeling today?’ on each table	

	<p>Check-ins Invite participants to look at the pictures from Resource Sheet 1.3 on their tables and choose the one which best describes how they are feeling at the moment. Then to tell the others in their group:</p> <ul style="list-style-type: none"> • which picture they picked • what it represents to them • why they picked it <p>Ask how many have picked each picture</p>		
<p>10.03 am 2 mins</p>	<p>PPT 10 Explain the Thoughts and Ideas Wall</p> <p>Purpose: To ensure that thoughts and ideas are shared even if they occur at inconvenient times</p> <p>If anything we say is not clear, we hope that people will ask for clarification as we go along. But there may be more general thoughts, ideas and questions that occur to participants and that it would be inappropriate to share them in the middle of some activity. So that we can be sure all questions are answered and any thoughts and ideas are shared, they can be written on a sticky note and put on the Thoughts and Ideas Wall at any time. We will answer these questions and share the ideas after each session.</p>	<p>Flipchart sheet headed 'Thoughts and Ideas'</p>	
<p>10.05am 10 mins</p>	<p>PPT 11 Expectations & Concerns</p> <p>Purpose: to discover what participants hope to learn and any factors that might inhibit their learning.</p> <p>Activity: Explain that the purpose of the self-assessment that participants were asked to complete was to help them plan exactly what they want to get out of the workshop. We want to maximise the value of our time together. This exercise will help us all to focus on what we need to achieve during the sessions.</p> <p>PPT 1.5 Invite participants to work in pairs and briefly discuss:</p> <p>What are your hopes for the workshop? Do you have any worries about it?</p> <p>Write your expectations each on a separate sticky note and concerns each on a sticky note and place them on the appropriate flip chart. If anyone else has had the same thought, stick your note on top of theirs.</p> <p>Facilitation tip: Remind participants to write in LARGE characters that can be easily read You may need to encourage them to take time to read the other notes on the chart when they are adding their own. That is why you should invite them to put similar notes on top of each other. It is a good idea to stand by the charts as people come up and to comment yourself on what they have said. One of the purposes of this activity is to encourage the group to pay attention to each other's views and needs.</p> <p>Plenary – talk through the expectations and seek clarification from participants where necessary. Then talk through the concerns and seek clarification</p> <p>Explain that we will look again at Expectations and Concerns on Day 4 and see how we feel about them by then</p>	<p>2 Flipchart sheets headed 'Expectations' and 'Concerns'.</p> <p>Sticky notes on each table</p>	

<p>10.15 am 10 mins</p>	<p>PPT 12 A working agreement</p> <p>Purpose: to establish how we will help our group work together so that we can learn as much as possible in the time available to us.</p> <p>Activity: When working with a new group it is useful to have a short session agreeing how we will work together.</p> <p>Think of a time when a group you were in worked well and what made it successful</p> <p>Think of a time when a group did not work well and what caused this</p> <p>What do you think would help to make our sessions effective /what stops sessions being effective?</p> <p>What are useful behaviours to make the sessions effective for everyone?</p> <p>Invite participants to work in table groups to make a list of behaviours they would like to see.</p> <p>Look back at our concerns and see if we can suggest any behaviours that might address them.</p> <p>Are there any other behaviours that people would like to suggest?</p> <p>Ask for a volunteer to act as scribe and record our agreement on a flip chart. Ask one group for their list. Then ask the other groups one at a time if they have anything to add.</p> <p>Ask the whole group whether they agree to the final list. When it is agreed, put it up on the wall.</p>	<p>Flip Chart sheet headed 'Our group rules'</p>	
<p>10.25 am 5 mins</p>	<p>PPT 13 Learning outcomes for Day 1</p> <p>Today we will start working together as a group to learn about the ICAM programme, the requirement of schools to improve convivencia and support the SEL of CAM, the role and CPD needs of ICAM School ICAM Leaders, the nature of migration and the experiences of CAM, their possible needs and ways of meeting them.</p> <p>Knowledge, Understanding and Skills</p> <ol style="list-style-type: none"> 1. Starting to work together effectively as a group with ownership of the group working expectations. 2. Understanding the content of the ICAM Handbook and the ICAM National Facilitator Additional Handbook and how to use them. 3. Understanding the aims of Erasmus + programmes and the ICAM programme and how it will be disseminated 4. Understanding the aims and structure of this workshop 5. Understanding how adults learn and the teaching methodology of the ICAM programme 6. Appreciating the role and personal qualities of School ICAM Leaders and their CPD needs 7. Considering the possible long term effects of migration revealed by research into children displaced in World War 2 and what can be done to minimise negative effects 		

	<p>8. Understanding the needs of CAM who have attachment difficulties and what can be done to meet those needs</p> <p>We have already touched on the first two learning outcomes.</p> <p>We will pause to check on our understanding and reflect on our learning as the day progresses.</p> <p>Plenary</p> <p>Ask if there are any questions about what we will be doing this week.</p>		
10.30am – 11.00am	Tea / Coffee Break		
Session 2	Features of ICAM Facilitation		
11.00 am 15 mins	<p>Share and respond to any questions, thoughts or ideas on the Thoughts and Ideas Wall</p> <p>Features of ICAM Facilitation</p> <p>Purpose: to help ICAM National Facilitators understand and develop the key facilitation skills which will promote profound learning and positive changes in behaviour.</p> <p>Refer participants to the ICAM National Facilitator Additional Handbook Part 4 Facilitation Methodology</p> <p>Learning Styles</p> <p>PPT 14 Too often teacher training emphasises process outcomes - the techniques of teaching - when the outcomes students need are learning outcomes. So it is important to understand how students learn and for teachers/facilitators to concentrate on achieving learning outcomes</p> <p>PPT 15 and 16 as facilitators we have to take account of the different ways in which people learn best. John West-Burnham defined three levels of learning. We are aiming at profound learning – learning that affects participants’ subsequent practice.</p> <p>Ask participants to look at section 4.6 of the ICAM National Facilitator Additional Handbook - Learning styles</p> <p>There has been much research on learning and this section describes three ways of looking at it. . We are not suggesting that they are definitive.</p> <p>PPT 17 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.</p> <p>Honey and Mumford built on his ideas.</p> <p>PPT18 Ask participants to discuss which phase of the Kolb cycle describes their preferred way of leaning.</p> <p>Activity PPT 19 Sensory Learning Styles</p> <p>We are going to look at our own preferred sensory learning styles.</p>	<p>A copy of Resource Sheet 1.4 for each participant</p>	

	<p>Invite participants to complete Resource sheet 1.4 VAK Learning Styles</p> <p>Ask them to share with their table group what the exercise suggests their preferred learning style to be and whether they find this helpful.</p> <p>A few years ago some teachers were very keen on these ideas and tried to classify children into the three categories of learner. We all use all these ways of learning but the message for us, as facilitators, is simply that we need to use a variety of ways of keeping participants' interest and helping them to learn.</p> <p>Activity PPT 20 The consequences for facilitation Ask participants to discuss in their table groups the consequences of different learning styles for the design of workshops</p> <p>PPT 21 Research defines these characteristics of adult learners:</p> <ul style="list-style-type: none"> • 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. <p>Ask: Is this true of you now? Do children have the same characteristics?</p>		
<p>11.15 5 mins</p>	<p>Effective facilitation methodology. The four stage learning process</p> <p>Presentation PPTS 22 – 23 We are going to think some more about the role of a facilitator.</p> <p>Refer to the ICAM National Facilitator Additional Handbook section 4.5</p> <p>PPT 24 The work of Joyce and Showers gives a widely accepted framework for effective facilitation.</p> <ul style="list-style-type: none"> • Presentation - an explanation of knowledge, understanding or skills. • Modelling – illustration of knowledge and understanding or demonstration of skills • Practice - in simulated or real situations. • Coaching - Application in the school - practical assistance with the transfer and application of acquired knowledge understanding and skills to the workplace. <p>The fourth step is the most important.</p> <p>PPT 25 The ICAM National Facilitator should :</p> <ul style="list-style-type: none"> • present an outline of the subject so that basic information is understood • model the information e.g. through examples, stories, photographs, video and actions so that participants can conceptualise their understanding <p>School ICAM leaders then:</p> <ul style="list-style-type: none"> • practise the skills between themselves to further their learning of the techniques used and apply 		


	<p>what they have learned when they implement the programme</p> <ul style="list-style-type: none"> • receive feedback and coaching from ICAM National Facilitators and colleagues in school. They are encouraged to reflect on their learning and, with ongoing coaching, what they have learned becomes embedded in their work. <p>Ask: Is this what we have been doing? There is rather more presentation at the beginning of the programme as there are organisational matters to consider,</p> <p>Ask: What do you think are the factors that make cvoaching most effective?</p>		
11.20 5 mins	<p>Cascading the ICAM Programme</p> <p>Presentation</p> <p>PPTs 26 and 27 shows the cascade of CAM workshops.</p> <p>The support for the cascade to be successful must involve co- facilitation of active learning with a minimum of didactic teaching and continued reflection, supported by coaching as the learning is applied in the workplace, ensure that learning remains potent throughout the cascade.</p> <p>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.</p> <p>When the programme rolls out and is widely disseminated we will need more National Facilitators in order to support even more school ICAM Leaders. We will be working in more countries too.</p> <p>This will require the ICAM CPD programmes to be delivered to an increasing number of National Facilitators and for them to facilitate the CPD of an even greater number of School ICAM Leaders</p> <p>The wave dissemination model</p> <p>Refer the participants to the ICAM National Facilitator Additional Handbook and invite them to read section 3.2 about the wave dissemination model. Go round the groups and take any questions</p>		
11.25am 5 mins	<p>Solution focused approaches to introducing change</p> <p>Solution focused techniques</p> <p>Purpose: to understand how solution focused approaches can be applied in our work.</p> <p>Refer participants to the ICAM Handbook Section B3</p> <p>Presentation: When introduced to any change, such as a new programme, people will be anxious and unsure. As Facilitators, it is part of our role to reduce participants' worries and help them to find solutions to any problems that they perceive, whether these problems are large or small, real or imagined. We need to focus on solutions.</p>		

	<p>Part of the role of teachers is to help their students to solve the problems that they perceive in relation to Including CAM in schools and they also need to focus on solutions.</p> <p>So we are going to look at some solution focused approaches and techniques that can be used in the ICAM programme.</p> <p>PPT 28 The Solution Focused approach is based on the solution-focused brief therapy developed by an American Psychologist – Steve de Shazer.</p> <p>The approach focuses on the solution, not the problem.</p> <p>PPT 29 Adults and children with problems are helped most by:</p> <ul style="list-style-type: none"> • talking about the future, not the past – dwelling on the solution, not the problem • describing what they want in their lives – describing their preferred future • discovering what has worked for them – doing more of what has proved successful • focusing on what is changeable – understanding and working on what they can change • concentrating on non-problem behaviour, competences, personal strengths – building on success <p>PPT 30 We can use questions which help people to focus on solutions.</p>		
<p>11.30am</p> <p>15 mins</p>	<p>Activity: The Miracle Question</p> <p>PPT 31 Participants should work in pairs. Invite one of the pair to think of a problem that they anticipate in relation to the introduction of the ICAM programme in schools and to describe it to a partner. The listener should make a note of their partner’s problem. They have 3 minutes to do this. Tell them when the 3 minutes is up.</p> <p>Explain that one solution focused technique is to imagine what would happen if the problem miraculously disappeared</p> <p>PPT 32 We will use the Miracle Question. “While you are sleeping in your bed tonight, a miracle happens and your problem disappears. When you wake up tomorrow morning:</p> <ul style="list-style-type: none"> • What will be different? • How will you know? • What will be the first thing you notice? • Who else will notice? • How will you know that they have noticed? • What might happen? • What small signs have you already seen? <p>The listener has 3 minutes to question their partner. Tell them when to begin and when 3 minutes is up.</p>		

	<p>Now reflect on this activity What is the purpose of the Miracle Question?</p> <p>It is not suggesting that a problem really can disappear overnight – that would be a miracle and is therefore most unlikely to happen!</p> <p>The questions help people to think more creatively. If they know what they want to be different they can start working out how to achieve that. The process helps them to focus on what they are trying to achieve – the perfect future.</p>		
11.45pm 15 mins	<p>Activity: Scaling PPT 33 The Miracle Question helps us to define what we want to achieve. We then have to decide what to do – the first step towards a solution.</p> <p>PPT 34 Scaling is a useful technique for making the first step. Participants should work with a different partner. Invite one of the pair to think of a problem that they have at the moment, this could be a problem at work or at home. On a scale of 0 -10, how serious is the problem? They should tell their partner the problem and its score. They have 3 minutes.</p> <p>PPT 35 The listener should then ask the following questions</p> <ul style="list-style-type: none"> • What would you notice was different if, the next time you looked at it, the score had moved up one or two points? • How have you have managed to stay off a score of 0? • Why is your score not one less? • What will be different when the score moves towards 10? • Who will notice the difference? • What would need to happen to move up one or two points? <p>Ask: Did you find this to be a useful way of thinking about a problem?</p>		
12.00pm 10 mins	<p>Other solution focused techniques</p> <p>Exception Finding. PPT 36 It is helpful to think of the circumstances in which the problem is reduced or does not occur and then to create those circumstances when possible.</p> <p>Refer to the ICAM Handbook Section B.3</p> <p>PPT 37 Other useful solution focused approaches are:</p> <ul style="list-style-type: none"> • Goal-setting - What do you want to do? • A good day - How do you know if you're having a good day? • Exception-finding -Tell me about the times when it doesn't happen. • Building on strengths - When you faced this sort of problem in the past, how did you resolve it? 		

	<ul style="list-style-type: none"> • Commitment - What would be good enough? • Other perceptions - Where would your friend say you are today? • Managing - What are you doing to stop things getting worse? <p>Plenary: PPT 38 – Using solution focused techniques</p> <p>Invite table groups to briefly consider the following :</p> <p>Which solution focused approaches might you use to help an School ICAM Leader who reports the following situation?</p> <p><i>During break times in the school there is very little integration between the different groups of CAM and the other students in the school</i></p> <p>Go round the groups to check on progress and ensure they have understood</p> <p>Explain that we have spent some time on solution focused approaches because they are very helpful in inclusion programmes where there may seem to be many problems. Furthermore, through the cascade of the programme, teachers may be encouraged to use them with their students and the solutions found will contribute to convivencia</p> <p>Finally: Remind participants that they have used scaling in their initial self-evaluation before the workshop and we will use it in daily evaluation sheets during the workshop. Scaling helps us to recognise what we have achieved (e.g .Why our score is not one point less) and how to improve in small achievable steps (e.g. What would need to happen to move up one or two points)</p> <p>Finish with PPT 39 and any questions and remind participants that there is additional material in the ICAM Handbook Section B3</p>		
<p>12.10pm 20 mins</p>	<p>Making best use of some other key features of the ICAM programme:</p> <p>We do not have time to spend in any detail on these sections The purpose of the activity is to alert participants to the sections and encourage them to return to them when planning the School ICAM leaders workshops in their country.</p> <p>Activity PPT 40 In table groups, invite each participant to select 1 of the following sections from the Handbooks and to develop a PPT of no more than 4 slides which could be used to help explain that section.to School ICAM Leaders</p> <p>From the ICAM Handbook</p> <ul style="list-style-type: none"> a) The second ICAM Literature Review and what it tells us about CAM needs (Section C.3.2) b) Personal support and wellbeing for School ICAM leaders (Section 9.3) <p>From the National Facilitator Additional Handbook</p> <ul style="list-style-type: none"> c) Co-facilitation (Section 5.2) 		

	<p>d) Monitoring and evaluating learning outcomes from a workshop (Section 5.6)</p> <p>e) Learning in groups and sharing feedback after group tasks (Section 5.5)</p> <p>f) Communication and ongoing learning community including use of the website (Sections 2.5 & 2.6)</p> <p>Ask them to share their PPTs with their table group.</p> <p>Plenary Ask for any comments on this activity.</p> <p>PPT 41 We have covered most of the contents of the National Facilitator Handbook during these first two sessions. This afternoon we will move on to study the contents of the ICAM Handbook.</p> <p>Ask participants to spend a couple of minutes thinking about what we have done this morning and making any notes they wish to make.</p>		
12.30-1.30pm	Lunch		
Session 3	The role of School ICAM Leader		
1.30pm 10 mins	<p>Share and respond to any questions, thoughts or ideas on the Thoughts and Ideas Wall</p> <p>Warm-up activity – explain that, in this session, we are going to consider the role of a School ICAM Leader</p> <p>Purpose: to energise and focus participants on their understanding the some key features of the ICAM CPD methodology</p> <p>Invite participants to form two rows facing one another so that everyone has a partner. We are going to think about how adults learn. Each person in Row 1 has 2 minutes to tell their partner in Row 2 what they think an School ICAM Leader will do. Say “Begin” and after 2 minutes “Stop.” Then invite Row 1 to move one place to their left so that they are now facing a new partner. Each person in Row 2 has 2 minutes to tell their partner what qualities they think a School ICAM Leader should have. Say “Begin” and after 2 minutes “Stop.”</p> <p>Invite 3 or 4 people to share some ideas from the discussions they have had and lead in to the afternoon session</p>		
1.40pm 20 mins	<p>What do we want School ICAM Leaders to lead and manage?</p> <p>The role and responsibilities of the School ICAM Leader</p> <p>Purpose: to help ICAM National Facilitators to understand the role of the School ICAM Leader and to advise schools about choosing one</p> <p>Activity PPT 42</p> <p>Ask participants to look at Section D of the ICAM Handbook - 12 key features of schools that will foster inclusion of CAM</p>	<p>Word document displayed on screen with a table headed ‘Responsibilities of the School ICAM Leader’</p>	

	<p>Invite table groups to make a list of the tasks they expect a School ICAM Leader to fulfil e.g.</p> <ul style="list-style-type: none">• Carry out the ICAM School Review• Organise the introduction of CAM into the school. <p>Set up a word document displayed on screen with a table with 1 column headed 'Responsibilities for the School ICAM Leader'</p> <table><tr><th>Responsibilities for the School ICAM Leader</th></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> <p>Ask each group in turn for one task to add to the table until all tasks have been collected. Rewrite the tasks as necessary so that they form a list of responsibilities.</p>	Responsibilities for the School ICAM Leader					
Responsibilities for the School ICAM Leader							
<p>2.00pm 20 mins</p>	<p>PPT 43 Working with the senior leadership team and leading from the middle</p> <p>For a School ICAM Leader to be effective, their role and responsibilities should fit into the overall leadership structure of the school and this requires the principal and the senior management team to delegate and support both the authority to organise, and the responsibility to implement, the tasks listed.</p> <p>Refer to the ICAM Handbook Section 4.1</p> <p>Activity: Ask participants to work in table groups to draft a letter to school principals explaining how they should prepare to choose a School ICAM Leader.</p> <p>Work round the groups sharing ideas and give time for groups to modify their letter as necessary</p>						
<p>2.20pm 20 mins</p>	<p>PPT 44 The qualities and person specification for effective School ICAM leaders</p> <p>Provide each table group with a large sheet of paper with a stick person drawn on it</p>  <p>Invite groups to write, around the drawing, the skills and attributes that an effective School ICAM Leader</p>	<p>Flip chart sheet with a stick person drawn on it for each table</p> <p>Marker pens</p> <p>Word document displayed on screen with a table headed 'Skills and attributes of the School ICAM Leader'</p>					

	<p>will have</p> <p>Add to the word document previously displayed on screen a second table with 1 column headed ‘Skills and attributes of the School ICAM Leader’.</p> <p>Ask groups to share their ideas and list the skills and attributes in a second table on the computer</p> <table><tr><th>Skills and attributes of the School ICAM Leader</th></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> <p>Refer everyone to the ICAM Handbook Section 4.1 to check whether 5 aspects of Emotional Intelligence and the generic leadership skills listed at the end of the section are covered</p> <p>Pay particular attention to the last statement about values.</p> <p><i>‘They will need to hold and articulate clear values and vision for inclusion and to show both adaptability and determination in achieving them’.</i></p> <p>This may seem a daunting list of qualities, and the fact that they may not all be found in one person is a further reason for distributing leadership of the ICAM programme in a school</p> <p>Offer copies of the completed lists from this and the previous activity. These form the basis for a job description and person specification and could be an attachment to their draft letter to school principals to help them choose the best School ICAM Leader possible.</p>	Skills and attributes of the School ICAM Leader						
Skills and attributes of the School ICAM Leader								
2.40 pm 10 mins	<p>How to support the CPD of School ICAM leaders</p> <p>School ICAM Leaders will need ongoing support to develop the skills and attributes needed to implement the programme successfully in their schools.</p> <p>Invite table groups to discuss how we can best offer support and collect suggestions centrally on a word file</p> <p>Suggestions should include</p> <p>Visits by National Facilitators to offer coaching</p> <p>An online forum on the ICAM website creating an ongoing learning community</p> <p>Regular workshops in each region for sharing good practice</p> <p>Opportunities for School ICAM Leaders to become ICAM National Facilitators as the programme is disseminated.</p>							

2.50 pm 10 mins	<p>Plenary.</p> <p>Offer participants time to consider the outcomes of this session, to look at Key Feature 4 in the ICAM Handbook and the part of Session 9 in the School ICAM Leader Workshop Guide that deals with Distributed leadership and the qualities of a good leader and manager of an ICAM programme and to make any notes they wish to make.</p>		
3.0pm – 3.30pm	Tea /coffee break		
Session 4	The long term effects of displacement - children displaced in the second world war		
3.30pm 45 mins	<p>Respond to any comments on the Thoughts and Ideas wall</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Facilitator Tip: This is the first of 12 sessions that the National Facilitators will be facilitating with School ICAM Leaders. You should make this clear and that you will be modelling the co-facilitation of the session so that they can adapt the presentations and activities to suit their approach and style as ICAM National Facilitators. There will be time before the end of the session for them to look at the session in the School ICAM Leader Workshop Guide and to make notes or adaptations.</p> </div> <p>Learning from the experiences of children displaced during the second world war</p> <p>Purpose: To consider what research into the experiences of children displaced in a war nearly 80 years ago can tell us about the possible long-term effects of the experiences of CAM</p> <p>PPT 45 Explain that we are going to consider the possible long-term effects of migration experiences.</p> <p>PPT 46 Enormous numbers of children were displaced during World War 2 But the effect on them, and in particular the long term effects of their suffering, were rarely considered.</p> <p>Give out Resource Sheet 1.3 and ask them to choose one member of each group to read it aloud to the others on their table.</p> <p>Explain that, after World War 2, the needs of CAM were not recognised and little was done to reduce the negative effects of their experiences.</p> <p>During the war, many children became separated from one, or even both, of their parents. This may have been unavoidable, e.g. if the father was in the army, or the parents may have chosen to send the child away to a safer place.</p> <p>As a result of the war, some parents, especially fathers, were so emotionally scarred by their experiences that, although physically present, they were unable to provide emotional support for their children, who therefore experienced 'emotional fatherlessness'</p> <p>Mothers also suffered significant traumas as a result of e.g. losing a husband/partner, losing their homes, their careers or perhaps being physically/sexually abused on their journeys. The</p>		

	<p>repercussions often left the children without loving care and attention. What sometimes remains after extreme trauma is the 'body shell' of the parent, now lacking a spirit.</p> <p>Many children in World War 2 were without a male role model and found it very difficult to relate to male figures in general. In addition, where the father was 'absent' and the mother was left on her own to cope with both parental roles, this caused a breakdown in the traditional mother-child relationship.</p> <p>PPT 47 Research (Parsons and Heini) shows that the effects of such deprivation can last for three generations. e.g. if a child has a parent or parents who are absent – either physically or emotionally– the child has no model of effective parenting and, when he/she becomes a parent, may be equally emotionally absent, which will adversely affect the next generation and so on.</p> <p>Ask participants to read the ICAM Handbook Section C4 silently.</p> <p>PPTs 48 – 58 A slide show which shows what schools can do to reduce the long-term effects of displacement and illustrates each of the points made in Section C4 of the Handbook. Take time to discuss each of the points with participants as they look at the images.</p> <p>Plenary: What have we learned in this session that will inform our approach to including CAM and supporting their learning in school? Is there anything that has surprised or enlightened you in this session?</p> <p>Refer participants to the ICAM Handbook Section C4 and Day 1 Session 3 - The long term effects of displacement - children displaced in World War 2 in the School ICAM Leader Workshop Guide. Ask them to consider how they will use them.</p> <p>Think about what we said this morning about the Four Stage Learning Process. This session involved presentation and modelling but not practice. Was this a good way to introduce this topic?</p>		
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Session 5	Attachment theory and the consequences for CAM		
<p>4.15pm</p> <p>5 mins</p>	<p>Purpose: To understand attachment theory and its possible relevance for CAM</p> <p>Refer participants to the ICAM Handbook Section C8 and Day 1 Session 4 - Refer participants to the ICAM Handbook Section C8 and Day 1 Session 4 - Attachment theory and the consequences for CAM - in the School ICAM Leader Workshop Guide. They should follow this session in the Guide and make any notes to help them when they facilitate it.</p> <p>Activity: What is my lens?</p> <p>Purpose: For participants to be aware that our world view results from the quality of the attachments we form early on in life (usually to the primary care-giver). To know that this is called the Internal Working Model.</p> <p>PPT 59 Ask participants to complete the sentences on the PPT with the first words they think of, and share these with a partner (if they are comfortable to do so)</p> <p>I am....</p> <p>Other people are....</p> <p>The world is...</p> <p>Make the point that we all see the world through a particular lens, and this is formed largely through our early experiences.</p> <p>The lens through which we view the world – Our Internal Working Model</p> <p>Give the following examples of how world views can differ:</p> <p>PPT 60 If a child has their needs met each time they show that they are distressed (for food, warmth, reassurance). They are likely to grow up believing that they matter (they are worth looking after), that adults are reliable and can look after them, and that the world is a predictable and safe place.</p> <p>PPT 5 61 A child whose parents are unable to meet their needs (perhaps because they are drug addicted or have mental health issues or are concerned with survival) learns that they have to rely on themselves – adults can't be trusted, and the world is an unsafe and unpredictable place.</p> <p>Key point: Our world view results from the quality of the attachments we form early on in life (usually to the primary care-giver). This world view is referred to as the 'Internal Working Model' (IWM)</p> <p>PPT 62 Ask participants how a child with a positive/negative IWM might interpret the action of the clown in the picture.</p> <p>Facilitator Tip: You might like to share the saying 'We don't see things as they are, but as how we are'</p> <p>PPT 63 Explain that there is much evidence that our internal working model, and the early experience which give rise to them impact on a range of factors throughout life e.g. our ability to learn, our relationships with others, our need for control and our ability to regulate our emotions and deal with stress.</p>		

	Explain that you are going to offer a brief introduction to Attachment and its relevance to CAM.		
4.20pm 10 mins	<p>Background to attachment theory</p> <p>Purpose: For participants to understand what the attachment system is and how the key concepts impact on children's educational experience.</p> <p>PPT 64 What is the attachment system?</p> <p>Explain: A baby has an innate need to attach to an adult who can meet their needs and ensure their survival – a parallel system exists in the baby's key care-giver, enabling them to respond. Attachment seeking behaviours (crying, smiling etc.) are hard-wired into the baby, and the desire to respond to the baby's needs is hard-wired into the care-giver.</p> <p>The attachment process is designed to result in the baby's survival – it ensures their physical needs are met and keeps the baby safe from danger. Equally importantly however, the attachment system is designed to ensure that the baby receives the nurture and love which will programme its developing brain (which is shaped by experience and only half-formed at birth) to become pro-social and curious, able to manage emotions and control impulses.</p> <p>PPT 65 Attachment and CAM</p> <p>Explain: For some CAM, primary care-givers may have been absent, dead, or too preoccupied with survival to provide the emotional availability and attuning that is necessary to form a secure attachment.</p> <p>Note: While the IWM is formed early in life (it is usually thought to be relatively fixed by about 15 months) severe loss and trauma can impact on it at a later stage. Some CAM will have suffered many losses (their home, friends, language etc.) and perhaps been subject to trauma which will contribute to a view of the world which is unsafe and unpredictable.</p> <p>PPT 66 Attachment versus Exploration</p> <p>The primary care-giver becomes a 'secure base' (developing the Attachment System) the presence of which will allow the child to feel safe to explore the environment around it – a requirement for learning (developing the Exploratory System).</p> <p>The Attachment System is linked in an 'on-off' relationship to the Exploratory System - when the Attachment System is switched to 'on' (when the baby feels stress – is hungry, frightened etc) the Exploratory System is switched to 'off'.</p> <p>This on-off switch lasts throughout life – even adults do not learn if they are scared – and has a major impact on students' functioning at school. If students are feeling uncomfortable, unhappy or unsafe at school, their Attachment System will become activated and they will not be able to learn, as learning is a function of the Exploratory System.</p> <p>PPT 67 The adult as the secure base</p> <p>Another key concept of attachment theory is that the primary adult functions as a secure base. Ask participants to consider what they see when young children are out with their parent or carer – when the child is unsure, he or she will cling closely to the adult, and as they relax will venture a little further (but</p>	Video 'Harlow's monkey'.	

	<p>keep glancing back at the adult). As the child feels more secure in an environment, they will venture further away, a little at a time.</p> <p>PPT 68 VIDEO: Harlow’s monkeys demonstrating the secure base, attachment and exploratory behaviours.</p> <p>Explain that a behavioural scientist working in the 1950s in England called Harlow demonstrated the attachment / exploratory link with baby monkeys. While the experiments are now considered unethical, the video offers a clear picture of the processes in action.</p> <p>https://www.youtube.com/watch?v=RcHc6K6MjjM</p> <p>PPT 69 In the first few months of life the brain is wiring itself up in response to the environmental conditions with which it has to cope.</p> <p>The impact of poor attachment and trauma is long-lasting, and not ‘solved’ by the child’s move to e.g. a kind and caring foster or adoptive home, or a ‘safe’ country from a war-torn one. It is important that staff recognise this.</p> <p>What can schools do? Research shows that we can impact on these negative effects and we will look at how it can be done.</p> <p>Facilitator Tip: Participants may express the view that there is nothing they can do if the brain is hard-wired to react in certain ways. It is important to emphasise that we can continue to learn new ways of coping and change brain-wiring. It is not easy, and takes a long time, but it is important that educationalists understand that it can be done.</p>		
<p>4.30pm 15 mins</p>	<p>The impact in school</p> <p>Purpose: For participants to understand how attachment/trauma difficulties might manifest itself within the school environment and consider some strategies for lessening the impact.</p> <p>PPT 70: Activity: How might a child’s IWM affect their day at school?</p> <p>Explain that we tend to assume in school that children will arrive with the attributes listed on the left hand side of the slide (the attributes of children with a secure attachment), i.e. that they will:</p> <ul style="list-style-type: none"> • trust adults • Believe that they are safe • Cope with changes to routine • Be ready to learn • Be able to take a risk or try something new/risk failure <p>we also expect them to:</p> <ul style="list-style-type: none"> • Comply with reasonable requests 	<p>A copy of Resource Sheet 1.5 for each participant</p>	

	<p>Most children quickly work out the link between cause and effect and are able to manage their behaviour so that they don't get into trouble</p> <ul style="list-style-type: none"> • They can cope with the shame/guilt induced if reprimanded. <p>For securely attached children (who feel on balance good about themselves) the effect of shame or guilt is to motivate them to change their subsequent behaviour.</p> <p>For children with a negative internal working model, these attributes are not necessarily in place. Their experience of school will be very different.</p> <p>Run briefly through the list of characteristics associated with a negative internal working model.</p> <p>Explain that children with negative IWM already have an overwhelming sense of shame. Therefore shame has a different effect – rather than motivating change it may make them over-react and feel angry.</p> <p>Activity Resource Sheet 1.5 Ask half the group to discuss in pairs how a child with a positive IWM might experience the school day and how they might behave. Ask the other half to consider how a child with a negative IWM might experience it. Some examples of the sort of everyday events are given on the handout but participants can think of their own.</p> <p>PPT 71 Ask participants to read the list of typical behaviours of children with attachment/trauma issues and ask</p> <ol style="list-style-type: none"> Did those who completed the previous activity for children with negative IWM come up with any of these behaviours/ characteristics? Have they have taught or known a child who exhibits these behaviours? <p>PPT 72 Understanding the behaviour and learning of children with a negative IWM</p> <p>Give participants time to read the slide and discuss in pairs for 1 minute if they believe that these key points are understood within their school. Are all children treated exactly the same for example?</p> <p>Emphasise that there are a whole range of behaviours which children with attachment difficulties might display. It is important that that their behaviour is understood by everybody within the school as a result of their experiences, as representing strategies that make sense to the students themselves, given the challenges they have faced, even when they do not appear to make sense to others. The behaviours can be understood as driven by the needs of the students and as an attempt at communication.</p> <p>It is of the utmost importance that they should not be regarded simply as 'naughty students' in need of firmer discipline and stronger sanctions.</p>		
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<p>4.45pm 10 mins</p>	<p>What can we do in school?</p> <p>Purpose: To ensure that participants are aware of some strategies for supporting students with attachment/trauma related difficulties.</p> <p>PPT 73 The needs of children with attachment difficulties</p> <p>There are three key needs of students with attachment difficulties which schools will need to consider if inclusion and learning are to be achieved. These three needs relate to the key concepts considered at the beginning of the session. They are:</p> <ul style="list-style-type: none"> • The need for an additional attachment figure (a Key Adult to fulfil the role of the 'secure base' and enable the student to switch off their attachment system and switch on their exploratory system in order to learn!) • The need to foster feelings of safety (this is important to reduce the hypervigilance which prevents students from being able to focus and concentrate on learning) • The need for support in developing self-concept and reducing the impact of shame <p>We must keep these in mind as we examine ways of increasing convivencia and the inclusion of CAM in our schools</p> <p>PPT 74 What can we do in schools? Some strategies</p> <p>Give out Resource Sheet 1.6 Strategies for working with CAM with attachment difficulties.</p> <p>Ask participants in pairs/small groups to choose one of the three areas on the previous slide and look at the strategies that are listed.</p> <p>Suggest that participants read the handout following the session and try out one or more strategy with a student in their school.</p>	<p>Copy of Resource Sheets 1.6 for each participant</p>	
<p>4.55 pm 5 mins</p>	<p>Plenary</p> <p>Refer participants to the ICAM Handbook Section C8 and Day 1 Session 4 - Attachment theory and the consequences for CAM -in the School ICAM Leader Workshop Guide and ask them to discuss with a partner how they prepare to facilitate this session.</p>		
<p>5.00 30 mins</p>	<p>Review of the day's learning</p> <p>Any further comments from the thoughts and ideas wall</p> <p>PPT 76 We are going to reflect upon what we have learned.</p> <p>Purpose: to experience Circle Time and consider how it might be used in school. To reflect upon and review what we have learned and complete the daily evaluation sheets.</p> <p>PPT 77 Remind participants of what we have covered today.</p>	<p>A 'Talking object' for use in Circle Time)</p> <p>A sweet or some other small treat for each participant</p> <p>A copy of the Daily Evaluation Sheet for each participant</p>	

	<p>Activity: Circle Time Seat participants in a circle. Explain that Circle Time can be used in school as a means of promoting <i>convivência</i>. It creates an equal group where everybody has the opportunity to speak, including quieter students whose voices are sometimes not heard. Teachers often use a ‘talking object’ – a small toy, a ball, a stone or any small object that can easily be passed from hand to hand. Only the person holding the talking object is allowed to speak.</p> <p>Facilitator tip: It is useful to have a plenary session to draw the whole group together at the end of the day but, if the group is very large, the activity can be carried out in table groups.</p> <p>Invite participants to take it in turns, passing the talking object around the circle to complete the sentence, ‘One thing that I feel excited about is...’ They can refer to anything about which they feel excited – it might be a personal event, such as a birthday or wedding, or linked to their professional life, or even to the CPD! Explain that, in Circle Time, you never have to share any information that you do not wish to. If participants do not wish to say anything, they can simply say ‘pass’ or ‘can you come back to me later’.</p> <p>Model completing the sentence first and then indicate to the person sitting next to you to do the same.</p> <p>Facilitator tip: When completing your own sentence, you may find it helps set tone for the circle if you use a personal example to demonstrate how sharing personal information can help group bonding e.g. ‘One thing that I feel excited about is that I will see my daughter on Sunday. She is coming home from university.’</p> <p>Give each participant a sweet but ask them not to eat it. They are going to pass it to the person sitting on their left and give the person a compliment.</p> <p>Facilitator tip: It is a good idea to emphasise that any compliment is suitable. e.g. they might remark on how much they like their neighbour’s clothes, or they might pick on a positive characteristic such as kindness, or the fact that the person has made them laugh or enjoy an activity.</p> <p>Begin by offering a compliment to the person on your left, then go around the circle one at a time so that everybody can hear each compliment.</p> <p>Explain that we have just experienced one of the activities that is useful in staff CPD as well as with students. We can use Circle Time activities to start or end to the day. They can be used to energise (there are lots of games available), to calm students down, or to collect students’ thoughts and feelings about a situation.</p> <p>It is important to have rules (e.g. confidentiality) for Circle Time so that everybody feels safe.</p> <p>There is more about Circle Time in Section 7.5 of the ICAM Handbook and 1.7 of the ICAM National Facilitator Additional Handbook.</p> <p>Invite participants to think about what we have done today and share with the group one important thing that they have learned.</p> <p>Thank everybody, and invite them to return to their table groups. Give out the evaluation sheets and invite participants to complete them and hand them in.</p>		
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5.30 close	Overnight task to familiarise yourself with The ICAM Handbook and The ICAM National Facilitator Additional Handbook content and to read sections relevant to Day 3 There is no need to read the Handbook in detail. Participants should simply look through the sections so that they are aware of the content.		
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Resource Sheet 1.1

Introducing Children affected by Migration

A Refugee is someone who is recognized as being forced to leave their country because of war or fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion.

An Asylum Seeker is someone who has fled their country because of armed conflict or violence but who has not yet been recognized as a refugee by a host country government.

An Internally Displaced Person (IDP) is a person who is forced to flee their home because of armed conflict or violence but who has not crossed an international border, and thus remains under the protection of their own government, even if their government was the cause of their flight.

A determination of a person's refugee status cannot be made solely on the basis of their nationality. An individual assessment is required.

International human rights law guarantees refugees the right to:

- housing
- education
- freedom of movement
- work

Some statistics

According to the United Nations High Commission for Refugees (UNHCR):

We are now witnessing the highest levels of displacement on record. 1 person is forcibly displaced about every two seconds as a result of conflict or persecution

An unprecedented 70.8 million people around the world have been forced from home. Among them are nearly 25.9 million refugees (over half of whom are CAM under the age of 18) ,3.5 million asylum seekers and 41.3 million internally displaced people

More than two thirds of these people come from five countries (Syria, Afghanistan, South Sudan, Myanmar and Somalia) 80% are displaced by conflict that has lasted more than 5 years.

Turkey hosts the largest number of these refugees followed by Pakistan, Uganda, Sudan and Germany.

There are also millions of stateless people (such as the Rohingya from Myanmar) who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement.

There are about 600,000 applications for asylum in Europe per year, a third of them from CAM. The majority are in Germany, France and Greece.

According to the UN's International Migration Report (2017)

'When supported by appropriate policies, migration can contribute to inclusive and sustainable economic growth and development in both home and host communities. In 2016, migrants from developing countries sent home an estimated US \$413billion in remittances'.

According to estimates provided by the charity Save the Children Romania:

In Romania, a country with a population of about 19 million, there are up to 350,000 'left-behind' children - children with parents living and working abroad. In around 40% of cases, both parents have left to work abroad.

Resource Sheet 1.2 Find Someone Who

<p>Enjoys growing plants</p> <p>Name</p>	<p>Has a pet animal that you have or would like to have</p> <p>Name</p>
<p>Can speak more than two languages</p> <p>Name</p>	<p>Likes cooking</p> <p>Name</p>
<p>Has never smoked</p> <p>Name</p>	<p>Is wearing a watch</p> <p>Name.....</p>
<p>Is wondering why we are playing this game</p> <p>Name</p>	<p>Has visited a country that interests you</p> <p>Name</p>
<p>Has an interesting hobby</p> <p>Name</p>	<p>Likes a film that you like</p> <p>Name</p>

Resource Sheet 1.3 How am I feeling today?

(You can prepare for the activity by cutting out the pictures or keep them in one sheet)



Resource Sheet 1.4 VAK Learning Styles

Score each of the actions in each row

3 = Most preferred action 2=second most preferred action 1= least preferred action

	Visual		Auditory		Kinaesthetic	
When operating new equipment for the first time I prefer to ...	read the instructions		listen to or ask for an explanation		have a go and learn by 'trial and error'	
When seeking travel directions I...	look at a map		ask for spoken directions		follow my nose or maybe use a compass	
When cooking a new dish I...	follow a recipe		call a friend for explanation		follow my instinct, tasting as I cook	
To teach someone something I...	write instructions		explain verbally		demonstrate and let them have a go	
I tend to say...	"I see what you mean"		"I hear what you are saying"		"I know how you feel"	
I tend to say...	"show me"		"tell me"		"let me try"	
I tend to say...	"watch how I do it"		"listen to me explain"		"you have a go"	
If I complain about faulty goods I tend to...	write a letter		phone		go back to the store, or send the faulty item to the head office	
I prefer these leisure activities...	museums or galleries		music or conversation		physical activities or making things	
When shopping generally I tend to...	look and decide		discuss with shop staff		try on, handle or test	
When choosing a holiday I...	read the brochures		listen to recommendations		imagine the experience	
When choosing a new car I...	read the reviews		discuss with friends		test-drive the cars I like	
When learning a new skill I...	watch what the teacher is doing		talk through with the teacher exactly what I am supposed to do		like to give it a try and work it out as I go along by doing it	
When choosing from a restaurant menu I ...	imagine what the food will look like		talk through the options in my head		imagine what the food will taste like	
When listening to a band I...	sing along to the lyrics (in my head or out loud!)		listen to the lyrics and the beats		move in time with the music	
Totals	Visual		Auditory		Kinaesthetic	

Resource sheet 1. 5

How might a child's IWM affect their day at school?

- The normal teacher is away and a stranger is taking the class
- The children are told at the last minute as they are going to a different swimming pool as the normal one is closed for repairs.
- The child is told off in front of the class
- The child is told to sit at the front of the class as they have been talking
- The children are told to close their eyes and let another child lead them around the room as part of an activity
- The school fire alarm goes off and the teacher tells the children to line up quietly
- Other everyday school events...

Behaviours associated with Positive IWM:

Expect to trust adults

Believe that they are safe

Cope with changes to routine

Ready to learn (basic needs met)

Able to take a risk or try something new/risk failure

Will comply with reasonable requests (worked out cause and effect)

If reprimanded, can cope with shame/guilt induced – use it to motivate change in subsequent behaviour

Behaviours associated with Negative IWM:

Can't trust adults – they are unpredictable

Feel unsafe – constantly scanning environment for danger (vigilance)

Changes to routine are threats

Need to be in control (to be sure of getting their needs met)

Not ready to learn

Unable to take a risk or try something new

Reasonable requests are seen as loss of control

If reprimanded, shame is overwhelming (too much already!). Emotional meltdown

Resource Sheet 1.6

Strategies for working with CAM with attachment difficulties

While not all CAM will have attachment difficulties it is likely that a proportion will, depending on a range of pre-, trans and post-migration experiences (including the loss of significant attachment figures, family cohesion, parental emotional availability in adverse circumstances, and personality/temperament factors). Yolanda Van Ecke (2005) among others, demonstrates that CAM are more likely than other children to have an insecure attachment representation.

It may therefore be helpful for practitioners to have an understanding of attachment styles and what is effective in supporting children with these issues within school, from an academic and a social and emotional perspective.

Most staff will see children who have attachment difficulties in their classrooms, on the school yard, in their after school clubs etc. and may benefit from considering this guidance which provides points to consider under these headings:

1. The Key Adult

2. Fostering feelings of safety

3. Building self-esteem

The term 'attachment problems/difficulties' is used here to describe the typical patterns of behaviour and underlying needs of children whose previous experiences lead to difficulties that are severe enough to impact on relationships and everyday life.

1. The Key Adult

Whole school issues

- Ensure that the student has access to a "key" adult from the beginning of their time in school.
- Ensure that there is a 'back-up' adult in case the key adult is away
- Ensure that there is support in place for the key worker
- Ensure that the key adult is involved in any meetings concerning the child

The aims of providing a key adult are for the child to:

- learn to trust adult figures
- learn that they are 'kept in mind' even when the adult is not with them
- learn that it is OK (and helpful!) to ask for and receive help
- learn to relinquish control – know that adults can be relied upon to meet their needs and keep them safe (this is sometimes referred to as 'fostering dependency' and is a temporary step on the way to real independence)
- learn to contain and regulate their emotional state
- develop an improved self-concept

Tasks/Roles of the Key Adults

- Getting to know and understand the child (attuning)
- Being available for check-ins and ad-hoc support
- Providing a safe base for the child – showing a 'non-anxious presence'
- Enabling the child to experience being 'kept in mind'

- Managing issues of control
- Interpreting the world of school for the child through scaffolding and commentary
- Helping the child to practice new skills – in particular asking for help
- Model 'constancy' (demonstrating that adults can be reliable and predictable)
- Managing times of anxiety (e.g. when there is a supply teacher)
- Being involved in planning meetings concerning the child
- Liaising with parents/carers
- Supporting with differentiated learning experiences
- Working with the child during/following a behavioural incident

Some useful tools and techniques

- 'Wondering aloud' 'I wonder if it feels a bit scary to...'
- 'The Big Ask', 'I know it's a big thing to ask – let's see if we can...'
- Transitional objects. Giving the child something of yours to look after until you next see them, a note, an object from home
- Structured Choices. 'Red or blue pen?', 'Here or by the computer'...
- Commentary – 'I can see you're getting a little anxious because...', 'Mr X is doing that to make sure everyone is safe'
- 'Debriefing'
- Scripts and privately understood signals

And remember!

- Do not get put off if the student will not engage at the outset – keep trying by being friendly and accepting
- Students need to learn that, no matter what they do or say you are not going away!
- Have realistic expectations. Focus on making small steps forward and celebrate every sign of success.
- Ensure where possible that that you let the student know of any changes/ if you are going to be away for any length of time. Remember that the child is expecting to be let down and it will take active and explicit work over time to challenge this belief.

2. Fostering feelings of safety

The importance of feelings of safety

Children with attachment difficulties are often 'hyper-vigilant' – constantly alert to potential danger. They are hard-wired in this way due to their early experiences. Unlike most children, they need additional support to feel safe and secure.

We have two systems – the attachment system (which ensures our safety) and the exploratory system (which stimulates curiosity and promotes learning). When one is switched on the other is switched off! Therefore if a child doesn't feel safe, the attachment system will be switched on and the exploratory system – necessary for learning – switched off, and the child will be unable to learn.

Some ways to promote feelings of safety

- Take steps to ensure that children with attachment difficulties feel safe through explicitly showing them security measures in the school,

- Comment on, for example, how the wearing of badges, or making visitors sign a book when they arrive, ensures that only safe adults can be in the building,
- Make frequent and regular reference to safety measures and the role of adults in keeping children safe.
- Ensure that the child can see what is going on in the classroom from where they are sitting. If you need to have them at the front, offer a side seat rather than one directly in the middle where they can see very little of what others are doing.
- Understand that the child may need to be the last to sit down, and will find ways of occupying themselves until others are seated – plan for this.
- When asking children to line up, be sensitive to the child's need to be able to see what others are doing
- Make arrangements for detention/isolation that do not require the child to sit facing the wall where he/she cannot see what is going on
- Do not expect the child to function straight away in a new or strange environment (e.g. with a supply teacher or in a new room) – allow them time to 'risk-assess'
- Be aware of the stress that might be caused by an 'over-busy' classroom – this may trigger anxiety as there is a sensory overload making feelings of safety less easy to achieve.
- Be predictable, consistent and repetitive. Students with attachment disorder are very sensitive to changes in schedules, transitions, surprises and chaotic social situations. Being predictable and consistent will help the student to feel safe and secure which, in turn, will reduce anxiety and fear.
- Transition periods and even the smallest change can be unsettling for a child who has never experienced security and stability, and who may have traumatic memories of change. Therefore, consider how you organise the day so that routines help build a strong sense of security and familiarity. Think about the most stressful times of day for the child and try to make someone available to offer additional emotional support. Using visual timetables and preparing children well in advance of any changes can also help.
- Create a 'safe place/calm corner' for the child to use as necessary.

3. Building self-esteem

Why children with attachment difficulties react differently to praise and shame

The self-esteem of children with attachment difficulties is damaged by their early experiences. As humans we disbelieve evidence that does not confirm what we believe, and therefore praise can be problematic for children who believe that they are 'bad' or useless.

Shame is a normal process, useful for most children in helping them to realize that they have done something wrong and need to put it right. However, children with attachment difficulties already suffer toxic amounts of shame and respond differently (and in very negative ways) to intended or unintended shaming experiences.

Some ways to build self-esteem and avoid shame

- Offer tangible evidence of successes to counteract a negative self-concept. Make a book of successes
- Reduce chances of failure by making sure goals are achievable
- Praise in a way that suits the person e.g. low-key or non-verbal OR public and overplayed (know the child!)

- Ensure that your praise is specific and concrete so that it cannot be easily discounted
- Avoid 'good girl' or 'good boy' as these are in direct contradiction to the self-concept and may trigger negative reactions. Praise the task not the person – 'great bit of writing' or 'tidy desk'.
- Praise effort rather than achievement. Acknowledge that a task may have been a 'big ask'.
- Use the phrase 'good work' or 'good choice' (for behaviour)
- Use activities that allow the child to take turns at having control – such as 'follow my leader' or 'Simon says'. Self-efficacy (feeling a sense of power) is a central component of self-esteem.
- Model that it is OK to not know something or to get in a muddle – comment on your own unsureness and the strategies you use when you have got something wrong
- Talk explicitly about the different 'parts' of us – 'the sharing part' and 'the angry part' and comment on which you or the child is using at the moment
- A sense of 'belonging' is also central to self-esteem so use activities that include the child as part of the class, a valued member of the group etc.
- Be aware that 'you have made a mistake' may be interpreted as 'you are a bad person'. If this happens make the difference explicit 'oh, I was talking about this bit of the sum, but your ears heard "I think you are stupid" or "I don't like you"'
- Use "I" statements and always talk about the behaviour not the person
- Avoid using the words "lying" or "manipulating" and replace with these with "con" or "trick" e.g. you're trying to trick me into getting upset.
- Avoid exposing children, using sarcasm or activating shame from previous experiences – they will respond with fear and panic (Fight or flight)

Note that shame is likely to be triggered in corrective or disciplinary situations.

Daily Evaluation Sheet for Participants – Day 1

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: _____

Day 2

Opening	Starting the day		
9.00am 10 mins	<p>Purpose: To Welcome everyone PPT 1</p> <p>Circle Time</p> <p>Purpose: To reflect on the experience of learning yesterday and prepare for what we will do today. To strengthen group relationships.</p> <p>Ask participants to think back on what we did on Day 1. Is there anything that stands out in their memory of that experience? Did they find the ICAM Handbook helpful?</p> <p>Ask the group to decide on a topic that they can easily discuss e.g. 'The news this week' or ' My favourite meal'. Ask for a volunteer who will leave the room and explain that, while he/she is gone, the group is going to decide on a rule and that, when he/she returns, he/she must try to guess what it is. When the volunteer has left, agree a group rule e.g.:</p> <ul style="list-style-type: none"> 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. <p>Invite the volunteer back into the room and begin discussion of the agreed topic. The volunteer has a few minutes to try to find out the rule.</p> <p>Facilitation tip. If there is time, you can repeat this with different volunteers and different rules and topics of conversation.</p> <p>Ask the volunteer what he/she felt – being excluded by not knowing what everyone else knew. Is this what CAM must sometimes feel?</p> <p>PPT 2 Learning outcomes for Day 2.</p> <p>Understanding of:</p> <ul style="list-style-type: none"> • How to adapt sessions in the School ICAM Leader workshop guide to meet the needs of CAM in your context • The current situation for children affected by migration (CAM) 		

	<ul style="list-style-type: none"> • The importance of awareness of the past and present experiences of CAM and their possible effects • How to conduct a school review of convivencia and inclusion of CAM • The creation of school policy and an action plan, based on the outcomes of the school review, to promote convivencia and inclusion of CAM <p>Explain that, for the rest of the workshop, we will be working together through the sessions in the School ICAM Leader Workshop Guide and we will adapt them as necessary to suit the situation in our schools.</p>		
Session 6	The current situation for children affected by migration in our schools		
9.10am 10 mins	<p>Starting to explore and adapt the sessions in the School ICAM Leader Workshop Guide</p> <p>Refer everyone to the School ICAM Leader Workshop Guide. The purpose of the workshop for the next 4 days is to prepare for the facilitation of the sessions in it.</p> <p>Yesterday we worked together on the methodology and learning processes involved in ICAM workshops and we are now focusing on how they work in practice.</p> <p>We will be modelling facilitation of the sessions and allowing time for discussion about how participants will facilitate them with School ICAM Leaders and any adaptations they might make to suit their context.</p> <p>PPT3 Draw participants' attention to Page 1 of the Guide which says:</p> <p>"The programme ... is structured around 12 key features of schools that are well organised for the inclusion of CAM (See ICAM Handbook Section D). The learning outcomes for the workshop also cover these 12 key features and it is essential that they are achieved if the programme is to have the intended impact on practice.</p> <p>Therefore, whilst it is important that facilitators match the content and activities of the workshops to their context, they must ensure that the ICAM learning objectives are achieved.</p> <p>It is important for facilitators to focus not only on the overall learning outcomes but also on the specific purpose of any activities they devise in relation to these outcomes. In this model framework the purpose is clearly stated at the beginning of each activity.</p> <p>There is a column on each page for facilitators to add their own notes in the light of their experience of the workshop so that they can remember any points they want to take into account for the next time they run a session or to share to improve the programme."</p> <p>Starting with Session 2 on Day 1</p> <p>Note purpose of the session: To build a portrait of the CAM in our schools, their rights, the benefits which their presence brings to schools and the importance of schools in their lives.</p> <p>PPT 4 Who are CAM?</p>		

	<p>Purpose: To consider the broad definition of ‘children affected by migration’ and clarify the focus of ICAM on learning in schools.</p> <p>The School ICAM Leader Workshop Guide refers participants to Resource sheet 1.2 – Introducing Children Affected by Migration and allows participants a few minutes to read it. We have already looked at this during session 1 yesterday .</p> <p>Explain that it describes a situation which has caused great concern in recent years and has been reported frequently with many poignant and sometimes alarming images in the media.</p> <p>But children have been affected by migration in many different ways, the definition of CAM is very broad.</p> <p>It is therefore essential for ICAM to have a very clear focus, and that focus is on learning. Learning is the business of schools and it is their responsibility to provide conditions which maximise children’s capacity to learn. We cannot solve all the problems that CAM face but we can do our best to give them full access to education.</p>		
<p>9.20am 10 mins</p>	<p>The CAM in our schools</p> <p>Purpose: To have a better understanding of the context in which the group works. To share the profiles of the CAM populations in our different schools and positive steps already being taken towards meeting their needs. To share experience and expertise and begin to build a learning community that will continue to cooperate after the workshops.</p> <p>Refer everyone the School ICAM Leader Workshop Guide for Day 1 Session 2</p> <p>Discussion – Ask participants to describe the population of CAM in their schools and what positive steps they know schools are already taking to include these children</p> <p>During the discussion, as they emerge, list on a flip chart, or on a PPT slide, the positive actions that schools are taking to include CAM.</p> <p>Plenary: Ask participants what they felt about this activity.</p> <p>Look at the list on the flip chart. Is there anything anyone would add to it now?</p>	<p>Flip chart and pen or blank PPT slide</p>	
<p>9.30am 10 mins</p>	<p>The benefits the inclusion of CAM brings to our schools</p> <p>Purpose: To highlight the positive benefits for the school of including CAM.</p> <p>Explain that we are focusing on what schools have to do to include CAM and, because this requires attention, commitment and resources, it can be seen as a problem. But it is important to recognise the positive contribution of CAM and their families to the life of the school.</p> <p>Put a flip chart sheet and pens on each table. Ask each group to make a poster showing the benefits that the inclusion of CAM brings to a school. Display the posters around the room and discuss them with the whole group.</p>	<p>Flip chart sheet and pens for each table group</p>	

	<p>Plenary: agree that we should remember to recognise and celebrate the positive benefits for the whole school community of including CAM.</p>		
<p>9.40am 10 mins</p>	<p>Why schools are the most important agents for support of CAM</p> <p>Purpose: To think about school from the point of view of CAM.</p> <p>PPT 5 We have been thinking about the CAM that we know. Ask participants to imagine one of these children in a school that they know. Why is the school important in that child's life?</p> <p>They have 5 minutes to discuss this in their table groups and you will then ask each table to tell you one reason for the importance of school to CAM.</p> <p>After 5 minutes, ask each table for their idea. Is there more that anyone would like to add?</p> <p>PPT 6 Ask "Is any other organisation outside the home as important in the life of CAM as the school is?"</p> <p>Plenary: PPT7 Schools are important in the lives of all students but have particular importance in the lives of CAM. Schools are well placed to do much to improve the lives of these children and to influence the attitudes of the local community towards them.</p> <p>PPT 8 We will spend time later in the workshop considering ways of doing this but the PPT lists some suggestions.</p> <p>Check in</p> <p>Thumbs check in. How are you feeling? Thumb up – Good! Thumb down- Not good! Thumb horizontal – So-so!</p> <p>Invite participants to comment on how they felt about this session on CAM in our schools. What did they think of the activities and how we facilitated the session. What went well? What could be improved?</p>		
<p>9.50am 10 mins</p>	<p>The rights of all children and CAM in particular</p> <p>This is an important section for ICAM National Facilitators to understand as it underpins the ICAM programme.</p> <p>They can encourage ICAM schools to become Right Respecting Schools if the programme is available in their country. Advise participants to refer to the ICAM Handbook and to look online at the UNICEF website. They should be encouraged to visit their own country UNICEF site to find the UN Convention on the Rights of the Child.</p> <p>There are also many good YouTube videos to illustrate this section. A good English version is - https://www.youtube.com/watch?v=tesGUxyd-lw</p> <p>Purpose: To focus on the UN Convention on the Rights of the Child (UNCRC) which underpins the ICAM programme and how the programme supports the aims of Rights Respecting Schools (RRS)</p>		

	<p>Activity: The rights of children Ask participants to stand in two concentric circles so that each of them is facing a partner.</p> <p>Facilitation Tip: If there is an odd number of participants, you can join one of the circles. But you will need also to keep time and tell the group what to do.</p> <p>We are going to think about the rights of children, in particular the rights of the children we have been describing this morning. If we were writing a bill of rights for children, what would we want to include? They have a right to life, to grow physically, mentally, socially and emotionally.</p> <p>Think first about the rights that would support their physical development - 2 minutes to talk to the person facing you about this.</p> <p>Then everyone in the inner circle should move one place to the right so that they have a new partner.</p> <p>2 minutes to talk about the rights that would support children's mental development</p> <p>Then the inner circle should move one place to the right again</p> <p>2 minutes to talk about the rights that would support children's social and emotional development.</p> <p>Plenary Ask for any comments.</p> <p>The UNCRC PPT 9 The UNCRC is ratified by all countries (except the USA which accepts and has signed it but, because of internal procedural difficulties, has not actually ratified it.)</p> <p>It underpins the ICAM programme as it has at its heart the best interests of the child. Schools should always keep this in mind, have a clear picture of the child's needs so that their interests are served and seek the views of children and their parents on matters that concern them</p> <p>There are 54 articles of the UNCRC. Draw participant's attention to Section 1.4 of the ICAM Handbook which explains the articles of most relevance to ICAM.</p> <p>UNICEF Rights Respecting Schools PPT 10 The RRS award recognises the achievement of schools in putting the UNCRC into practice. Involvement in ICAM will support schools in attaining the award and it is recommended that they investigate this. The ICAM Handbook refers to it in a number of sections.</p>		
10.00 am 20 mins	<p>PPT 11 Invite teams to look at the ICAM Handbook Sections A2, A3, A4, C5 and C6. Then to look back at Session 2 Day 1 of the ICAM School Leader Facilitation Guide The current situation for children affected by migration (CAM) and to make any notes they wish to make to prepare to facilitate it in their context.</p>		
10.25 a.m 5 mins	<p>Reflection : Ask participants to spend a moment thinking about what they have learned so far this morning and making any notes that they wish to make individually.</p> <p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p>		

10.30 – 11.00	Tea / Coffee Break		
Session 7	Key Feature 1 Awareness of the past and present experiences of CAM and their possible effects		
11.00 pm 10 mins	<p>Awareness of the past and present experiences of CAM and their possible effects</p> <p>Refer participants to the ICAM School Handbook Section on Key Feature 1 and the ICAM School Leader Facilitation Guide Day 2 Session 6.</p> <p>PPT12 We are looking for general principles and strategies for supporting CAM but it is important to see them as individuals with individual stories. Look at Section 1.1 of the ICAM Handbook.</p> <p>It is important also to know those stories if they help us to understand the learning needs of CAM – we need to remember the school's focus on learning. We cannot solve all the problems CAM and their families face but we may be able to help CAM to learn better</p> <p>Activity :Listening</p> <div> <p>Facilitator Tip :You could make the point that good active listening skills are one of the essential qualities of anyone in a leadership position</p> </div> <p>Purpose: To think about how to listen to the stories of CAM</p> <p>Ask participants to write down the names of three people who they consider to be good listeners.</p> <p>Has anyone written the name of someone they don't like?</p> <p>How would they describe their feelings about these people? Do they like, love or respect them? Do they trust them? Why?</p> <p>PPT13 Agree that CAM need good listeners but they also need to trust the listener.</p> <p>CAM and their families will probably be accustomed to telling their stories to officials whose questioning is hostile and who appear not to believe them. Just by accepting them without question into the school community will help to build trust.</p> <p>Their stories may emerge gradually and in a fragmented way and sometimes unexpectedly. Staff need to be patient, to listen and to appear empathetic but not over-emotional.</p> <div> <p>Facilitator Tip: Videos are useful addition in this section. The UK School ICAM Leader workshop suggests the use of Wali's Story story https://www.theguardian.com/world/2017/mar/01/left-afghanistan-family-of-nine-arrived-uk-family-of-two You could ask for other suggestions</p> </div>		
11.10pm	Who needs to know CAM's stories?	Flip chart sheet and	

10 mins	<p>Purpose: To think about what is done with any information that CAM and their families provide</p> <p>PPT14 Activity: How do we learn of the experiences of CAM and their families? What do we do with the information we are given? What happens at times of transition e.g. when students move from one class to another or from one school to another?</p> <p>Give a flip chart to each group and ask them to divide it into two columns. In the first they should describe how, in their schools, people learn the stories of CAM. In the second they should describe how the people who hear the stories communicate them and to whom.</p> <p>Ask two members from each group to move to the next table and share and discuss their ideas.</p> <p>Plenary: Discuss the outcomes of this activity. What strengths have participants discovered in their schools. Is there anything they would want to improve in this area?</p> <p>Briefly discuss how this activity is structured to take into account the 4 stage learning process and different learning styles. Ask for suggestions about other ways of sharing the information on the flip charts and why this particular method is appropriate for an activity about listening and telling stories.</p>	pens on each table	
11.20pm 10 mins	<p>Empathy and a positive attitude towards CAM</p> <p>Purpose: To think about what schools do to engender empathy and a positive attitude towards CAM</p> <p>PPT 15 Empathy and a positive attitude to CAM is a necessary (if not sufficient) condition for their successful inclusion.</p> <p>Therefore schools should take steps to engender empathy for, and positive attitudes towards, CAM in all teaching and support staff, and all students.</p> <p>Give each table group two flip chart sheets and ask them to work in two groups. Refer them to Sections 1.2 and 5.1 of the ICAM Handbook.</p> <p>Group 1. should describe what their schools do to engender empathy and a positive attitude towards CAM in all staff</p> <p>Group 2. should describe what their schools do to engender empathy and a positive attitude towards CAM in all students</p> <p>Group 1 members from all tables then share their ideas. Group 2 members do the same. Ask them to choose one person from each group who will feed back their ideas to the whole group.</p> <p>Plenary: Take and discuss feedback from each group. What strengths have participants discovered in their schools? Is there anything the schools might improve in this area?</p>	2 Flip chart sheets and pens on each table	
11.30pm	Understanding the possible effects of trauma		

<p>20 mins</p>	<p>Facilitator Tip When making this presentation you could take the opportunity to model active co-facilitation and to hold a dialogue between the two of you</p> <p>Purpose: To recognise that not all CAM will have suffered trauma but some will have done so and it is important to recognise possible effects and provide any necessary support.</p> <p>Presentation: PPT14 Define what we mean by a traumatic event</p> <p>PPT16 Not all CAM will have experienced traumatic events. But some will have done so – some will have done so repeatedly - and the closer they were to the event, the more threatening and disruptive it was for them, the more likely it is that the effects will be long-lasting. They will not magically disappear when the child is in its new safe environment.</p> <p>PPT17 Traumatic experiences produce high levels of cortisol (the ‘fight or flight’ chemical) in the brain. Cortisol is necessary to prepare us to deal with threatening situations, its constant production produces a build-up in the brain which can become toxic and lead to the brain functioning less efficiently on a long-term basis.</p> <p>PPT18 -19 The after-effects of trauma are disabling</p> <p>PPT 20 CAM who have suffered severe trauma may also suffer Post Traumatic Stress Disorder. This requires professional treatment. Possible symptoms include: constant hyperarousal; re-experiencing e.g. intrusive memories or nightmares; and withdrawal, avoidance and numbness</p> <p>Activity: Ask participants to share in their table groups any examples of CAM whose behaviour appeared to be the result of traumatic stress. What behaviour did they show? How did the school respond?</p> <p>Plenary: PPT 21 ‘Needs of children with attachment/trauma- related difficulties’ The needs of children who have suffered trauma are similar to those of children with attachment difficulties (which may also be the result of traumatic events). We looked at these needs on Day1. What can schools do to help students who have suffered trauma? Take ideas from each table in turn and discuss them.</p>		
<p>11.50pm 10 mins</p>	<p>Understanding the post-migration challenges for families of CAM</p> <p>Purpose: to raise awareness of the stresses that CAM and their families may experience in their host country</p> <p>Ask participants to read the ICAM Handbook Section 1.3</p> <p>Emphasise that we want to encourage School ICAM Leaders to use the Handbook as a resource to remind them about important aspects of the ICAM Programme. We will also be working together to add to the Handbook with an online database which will build up over time</p> <p>The School ICAM Leader workshop uses a video of the story of a child described in Section 1.3 of the Handbook</p> <p>You could ask for suggestions for other materials to illustrate this section.</p>		

	Ask for, and discuss, any comments		
12.00pm 30 mins	Invite teams to look at the ICAM Handbook Key Feature 1 - Awareness of the past and present experiences of CAM and their possible effects and Day 2 Session 6 of the School ICAM Leader Workshop Guide and to annotate or change it so that it is appropriate for their context. Collect any ideas and suggestions for improvement in general.		
12.30-1.30	Lunch		
Session 8	Key Feature 2 Regular school reviews of the inclusion of CAM and the school's organization for intervention		
1.30pm 5 mins	<p>Share and respond to any questions, thoughts or ideas on the Thoughts and Ideas Wall</p> <p>Energiser</p> <p>Purpose: to energise and focus participants.</p> <p>Energiser: Ask participants to stand up and find a partner they have not worked with before. We are going to think about monitoring and evaluation. One person in each pair has 1 minute to tell their partner what they feel about being observed and assessed when they are teaching or running a workshop. Say "Begin" and after 1 minute "Stop." The other member of the pair now has 1 minute to tell their partner how they feel about collecting evidence for monitoring and evaluation e.g. statistics about grades. Say "Begin" and after 2 minutes "Stop."</p> <p>Ask whether the feelings expressed were mainly positive or negative and briefly discuss the reasons. We are going to consider how inclusion of CAM in a school can be monitored and evaluated and how this can be done using appropriate social and emotional skills so that the process models the behaviour that we are trying to achieve, is effective and makes people feel good about it.</p>		
1.35pm 15 mins	<p>We will follow this session as described in the School ICAM Facilitator Guide. Refer participants to Day 2 Session 7 and the ICAM Handbook Key Feature 2 - Regular school reviews of the school's effectiveness in including CAM.</p> <p>The purpose of school review</p> <p>Purpose: to introduce participants to the ICAM School Review and to emphasise that monitoring and evaluation are essential, positive developmental processes.</p> <p>Presentation: PPT22 – 23 The improvement cycle shows the processes that we must go through to improve convivencia and inclusion of CAM in school. The process of introducing an ICAM programme raises issues that are common to all school improvement and we hope that this workshop session is useful, not only for this programme but also to help us think about the leadership and management of</p>		

	<p>change in general – the continuous improvement cycle of planning, implementation and review.</p> <p>We are already engaged in the workshop for school leaders. We are going to discuss a review process that will inform action planning and lead to implementation of an ICAM programme.</p> <p>An essential aspect of any successful initiative is effective monitoring and evaluation so that planning is based on a clear picture of what is already going well and what else needs to be done. An initial review informs planning and also provides a baseline against which progress can be assessed.</p> <p>Facilitation tip There is a lot of information to cover in this short presentation and you should set a fast pace. To save time and help both visual and auditory learning in the group you should avoid reading from the slide – rather allow the participants to read it while you comment or raise questions.</p> <p>PPT 24 A review : Here are some off the benefits of a school review</p> <ul style="list-style-type: none"> • Raises awareness of everybody about important issues • Helps a school community to be clear about what it is doing • Provides evidence of current successes to celebrate • Provides evidence that further improvements are having a positive impact • Helps a school community identify problems • Supports a school community in working together to improve <p>Invite everyone to read the list of benefits and then ask for other benefits</p> <p>Emphasise that the main benefit of a review is that it saves time in the long run by identifying the most needy areas for improvement and avoiding action on less important issues</p> <p>PPT 25 If the review is to be effective, it is important that everyone is committed to it and understands its purpose. It is also essential that the results are useful and are used. It should be simple to do and not too time-consuming. The school should have full control of it, own the results and decide what to do with them</p> <p>PPT 26 The review will explore 12 features for a model school which is successful in creating convivencia and including CAM. Participants These should be familiar to participants so a quick look at the slide is all that is needed</p> <p>The model of a school that is effective in including CAM describes our aims – the outcomes that we want to achieve. In order to assess how successful we are in achieving them we need to ask questions.</p> <p>PPT 27 The outcomes in a school development plan can be turned into statements from which stem questions are derived. These are then used to devise questions that are appropriate for students, teachers, school leaders, parents (known as stakeholders)</p> <p>The process of school review</p> <p>Purpose: to understand how a school review can be organised</p>		
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	<p>The process of review is as important as the results because, if everyone is involved in it, it will raise their awareness of the issues involved and secure their commitment to finding solutions.</p> <p>PPT 28 Explain that the review that we will examine has two stages. The main stage is totally questionnaire-based and the secondary stage allows the school to confirm or refute findings that might be ambiguous, fragmented or polarised in the questionnaire results.</p> <p>In deciding who to ask to complete questionnaires, and how many of each group, there will always be a tension between the fullness of the review and the time and resources it takes to complete.</p> <p>PPT 29 It is important that it is seen as a positive process that acknowledges what is already being achieved and that everyone is involved from the outset so that they have a full understanding of the process and what will be done with the results.</p> <p>PPT 30 Stress again the benefits of the review process itself in helping develop convivencia – by raising awareness amongst all stakeholders about the importance of convivencia to all learning.</p> <p>Ask participants if they have any other positive suggestions about how the review can make a wider contribution to the success of the ICAM programme.</p>		
<p>1.50pm 30 mins</p>	<p>Implementing the school review</p> <p>Purpose: to understand how a review can be implemented effectively and efficiently</p> <p>Presentation: PPTs 31-33 The ICAM School Review is completed online. Stakeholders can enter responses to questionnaires directly into the computer database via a computer, a tablet or a smartphone. For countries where IT is scarce, or not available, it is easy, though time consuming, to enter results manually on a single computer connected to the internet to generate a database for an analysis of the review results.</p> <p>Activity: PPT 34 In their table groups ask participants to discuss the following 3 questions.</p> <ol style="list-style-type: none"> 1. To gain the maximum benefit from the review, what should the school organiser do to prepare the staff, students, school leadership team, parents and members of the local community before starting to implement a review? 2. What concerns might each stakeholder group have? 3. How can these concerns be lessened? <p>Some ideas; (to help stimulate discussion if necessary)</p> <ul style="list-style-type: none"> • Share examples of questionnaires and observation schedules with staff. • Describe the experiences of stakeholders in other schools. • Discuss sample questions with students. 		

	<ul style="list-style-type: none"> • Announce to students and parents. Explain the process and offer to answer any concerns. <p>To collect ideas, go round the groups and ask for one answer to Question 1 from each group in turn. Treat it like a game – groups may not repeat any ideas that have already been offered. The group that wins is the one which can keep giving answers when others have no further ideas.</p> <p>Repeat the game for a second round putting Questions 2 and 3 together – groups should say what stakeholder the concern might be and how the concern can be lessened.</p> <p>Analysing and using the results from the review</p> <p>Purpose: To understand how the results of the review will be presented and how they can be used</p> <p>Presentation: PPT 35 The programme will represent the results graphically e.g. this graph shows the average scores for two questions in each of the twelve areas related to the model school. From this the relative strengths and weaknesses in each of the areas can be identified easily.</p> <p>PPT 36 explains some of the advantages of collating results via a database;</p> <ul style="list-style-type: none"> • Where results between stakeholders are consistent, then strengths and areas for improvement can be highlighted in the results analysis. • Where they are inconsistent, then the questions concerned can be collected as the basis for structured group interviews to find the reasons for the discrepancy. • Individual school results can be compared with national and local norms derived from the collated results of many schools. <p>Plenary: Briefly discuss how the school can make the practical arrangements for interviewing groups in order to find out why answers to some questions reveal differences of opinion e.g. between students and parents.</p>		
<p>2.20pm 10 mins</p>	<p>Ensuring that the school review models convivencia</p> <p>Purpose: to appreciate the importance of modelling good social and emotional skills when conducting a review.</p> <p>Presentation: Remind the group that everything we do in the ICAM programme should model the principle of convivencia and that the school review provides a good opportunity to show all participants that their feelings and needs are understood and cared for.</p> <p>PPT 37 - 38 Use the PPT to have a brief discussion about the benefits of the review to convivencia and the opportunity it provides to bring people together with as common purpose and to be considerate about their situation in answering the review questionnaires. Explain the need to prepare well, publicise the review, involve and reassure stakeholders and consider their needs in order to make the review effective and efficient.</p>		

	<p>PPT 39 Students are the most important contributors to the review. All the evidence is that students provide the most valuable data about their own learning. Involving them is at the heart of principles underpinning convivencia.</p> <p>PPT 39 - 40 Ask the participants to briefly discuss in pairs how they would set about ensuring students are willing participants and value the review. Share 2 ideas per table group</p>		
<p>2.30 pm 15 mins</p>	<p>Setting up the review for use in a school</p> <p>Purpose: To see what the review looks like in practice and explain the support available to those using it.</p> <p>Go to the review website www.icamreview.com</p> <p>Enter using your National Admin password</p> <p>Show participants the content of the site</p> <p>While they are there, take the opportunity to set up the school admin information and to allocate passwords</p> <p>Explain that there are a series of online videos explaining how to set up the review and how to give stakeholders password protected access</p> <p>Show some examples</p> <p>Explain that there will also be an email helpline and, if needed, a Skype call facility for resolving any problems School ICAM Leaders may have</p>	A computer connected to the internet and to the projector	
<p>2.45 pm 2 mins</p>	<p>Ethical considerations</p> <p>Purpose: To stress the importance of an ethical approach to the review</p> <p>Refer to the ICAM Handbook section 2.3 and ask participants to note the importance of ensuring that everyone's rights, particularly those of children, are protected</p>		
<p>2.47 pm 3 mins</p>	<p>Developing an action plan</p> <p>Purpose: To think of next steps – the whole purpose of the review is to inform change.</p> <p>The outcome of the review should be an action plan</p> <p>PPTs 41 – 44 are a presentation about the key considerations. We will do more about action planning in the next session.</p> <p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p>		

2.50 10 mins	Ask participants to look at the ICAM Handbook Key Feature 2 and Day2 Session 7 in the School ICAM Leader Workshop Guide Regular school reviews of the school's effectiveness in including CAM , to consider how they will facilitate this session with School ICAM Leaders and to make any notes they wish to make.		
3.00 - 3.30	Tea / Coffee Break		
Session 9	Key Feature 3 - Effective whole school policies and strategies for the inclusion and support of students		
3.30 pm 15 mins	<p>Refer participants to the School ICAM Facilitator Guide Day 2 Session and the ICAM Handbook Key Feature 3 - Effective whole school policies and strategies for the inclusion and support of students. They should follow the session in the Guide and think how they will use it and whether they need to adapt it for their context.</p> <p>A vision for a school with a climate of convivencia</p> <p>Purpose: to focus on what we are trying to achieve by improving the inclusion of CAM</p> <p>Ask everyone to read the Introduction of the ICAM Handbook sections A2 – A6</p> <p>Explain that it is important to have a clear vision of what we are trying to achieve. Ask participants to work in their table groups to carry out a miracle question exercise.</p> <p>PPT 45 “You wake up in the morning and there is convivencia in your school”</p> <ul style="list-style-type: none"> • What core values would be applied in the school? • What would members of the school community be doing and how would they be speaking or relating to one another? • How would the school be organised in key areas such as curriculum, support systems, environmental space – inside and out? <p>Ask them to discuss these questions with a partner.</p> <p>PPT 46 They should then work in table groups to share their vision of a school with convivencia.</p> <p>“In a school with a climate of convivencia we all”</p> <p>Everyone should write the words they would use to complete this sentence on a flip chart sheet. They should all write in silence and at the same time. They should record as many different ideas as possible.</p> <p>They should then look at what everyone else in the group has written and add any further ideas that they have to the lists.</p>	A flip chart sheet on each table	

	<p>They then pass their sheet to the next table and discuss the neighbouring group's ideas.</p> <p>Plenary: Ask for any comments or questions. Has this activity helped us to clarify what we are trying to achieve by improving inclusion of CAM?</p>		
<p>3.45 pm 60 mins</p>	<p>Writing and sharing a school policy</p> <p>Purpose: to understand the important elements of a school policy for creating a climate of convivencia.</p> <p>Presentation: Explain that we are going to consider how to write and present a policy on inclusion. It may be that inclusion of CAM would not be ensured by a single policy but would be a theme that ran through other policies, reflecting the values and vision of the school. Draw their attention to the ICAM Handbook Section 3.2.2.</p> <p>However, whether in a single policy or in several policies, we want to be sure that the school has clear statements of what it intends to do and how it intends to do it in order to secure the inclusion of all children and, in particular, of CAM.</p> <p>Activity: PPT 47 Divide the group into three and give everyone a copy of Resource sheet 2.1 They will work together in their groups and use the resource sheet to define the main issues covered by a school policy for inclusion. They will then prepare a 10 minute presentation to explain the important elements of the policy.</p> <p>Group 1 will explain to staff</p> <p>Group 2 will explain to students</p> <p>Group 3 will explain to parents and members of the wider community.</p> <p>Facilitation tip: If the group is large, you could carry out this activity in table groups, dividing each group into three sub-groups of 2 or 3 people who will then present to the others at their table.</p> <p>When they have prepared their presentations, they should deliver them to the other participants who will play the role of staff, students, or parents and the wider community. Stress the fact that they only have 10 minutes for the presentation, you will time them and signal when they have 1 minute remaining. After each presentation, allow the audience to raise any questions or comments from their perspective as stakeholders.</p>	<p>A copy of Resource Sheet 2.1 for each participant</p>	
<p>4.45 pm 5 mins</p>	<p>Communicating and monitoring a school policy</p> <p>Purpose: having considered the content of a school policy for inclusion, to consider how it would be communicated to students, all staff, parents and interested members of the local community and how they would know whether it was effective.</p> <p>Explain that a policy is of no use unless it is communicated, understood, implemented and monitored.</p>		

	<p>PPT 48 Divide participants into groups of 3 with a member from each of the three groups – Group 1, Group 2, Group 3, in the previous activity. Ask them to discuss how their school policy on including CAM would be</p> <p>a) communicated to all stakeholders</p> <p>b) monitored</p> <p>Plenary: Ask the group to share any thoughts or ideas arising from this activity</p>		
<p>4.50pm 20mins</p>	<p>Refer participants to the ICAM Handbook Key Area 3 and the School ICAM Leader Workshop Guide Day 2 Session 8 Effective whole school policies and strategies for the inclusion and support of students. Give time for teams to decide how they will use the session so that it is in keeping with the situation in schools in their context.</p>		
<p>5.10pm 20 mins</p>	<p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>Circle time - Reflection on learning during Day2 of the workshop</p> <p>Purpose: To encourage a reflective approach to learning</p> <p>PPT 49 – Intended learning outcomes for Day 2. Ask participants to think about what we have done today. Ask them to say how they have got on with the development of the sessions for use in their context and how we can make best use of day 3 for the same purpose,</p> <p>Also to say, if they want to, how they are feeling now. Ask for any other comments.</p> <p>Complete Daily Evaluation Sheets</p>	<p>A 'talking object'</p> <p>A copy of the Daily Evaluation Sheet for each participant.</p>	
<p>5.30</p>	<p>Close</p>		

Resource sheet 2.1

Writing a school Inclusion policy which will help to create a climate of convivencia

One way of constructing a policy is to write a paragraph which will answer each of a series of questions. How does your policy answer the following questions?

Think of CAM and how their inclusion can be promoted as you answer. The policy is for the inclusion of all students but we want to be sure that it meets the needs of CAM

Write 1 sentence in each box that you can use for your presentation to an audience.

What is your definition of inclusion? – what is the purpose of this policy?

What are the principles underlying the policy and how do they apply to the whole-school community?

How do these principles relate to the school's overall aims and curriculum?

How does the policy promote effective learning and teaching about inclusion?

What are the roles and responsibilities of the school administration, staff, students and parents/carers in promoting inclusion and creating convivencia?
How does the school set high standards of care and consideration for all students?
How are rewards used to encourage convivencia and the inclusion of all students?
How are sanctions used to discourage prejudice, bullying and other forms of behaviour that inhibit the inclusion of all students?
What support is available for new students to help them settle into the school and to access their entitlement to an education in a climate of convivencia?

What support and CPD is available to help staff support and include all students in the school?
What is done to make parents/carers feel included in the school community and to help them support their children's wellbeing and ongoing education in the home?
How are staff, parents/carers and students involved and consulted when the policy is formulated or revised?
What resources does the school invest in creating convivencia and supporting inclusion?
How is the policy monitored and reviewed? How will the school know that it is effective?

Day 3

<p>9.00am 10 mins</p>	<p style="text-align: center;">Welcome and sharing of what has been achieved since the first session</p> <p>PPT1 Welcome</p> <p>Purpose: to welcome participants back to the workshop and prepare for the next session</p> <p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>Learning outcomes for Day 3 PPT 2</p> <ul style="list-style-type: none"> • Further experience in adapting sessions of the School ICAM Leader workshop for use in your context • Consideration of leadership skills for School ICAM Leaders • Understanding of the needs of CAM when they first arrive in school and ways of meeting those needs • Understanding of SEL and how social and emotional skills can be both learned and assimilated through the formal and informal curriculum • Understanding of the possible additional SEL needs of CAM and ways of meeting them <p>Ask participants to look at these. We have already done some work on the first two. Of the other three is there one that they think they might find most useful?</p> <p>Warm up Activity - A good leader</p> <p>Purpose: to begin to focus on leadership qualities</p> <p>Ask participants to think of a leader that they admire, a leader who was successful at managing change – someone they worked with or someone they know or have observed. Ask them to stand up, find a partner on another table and tell them why they chose that leader, what qualities made that person a good leader. Ask them to share their ideas. Summarise by agreeing that we have begun to define good leadership.</p>		
<p>Session 10</p>	<p style="text-align: center;">Key Feature 4 - School leadership for development</p>		
<p>9.10am 45 mins</p>	<p>Refer participants to the ICAM Handbook Key feature 4 and the School ICAM Leader Workshop Guide Day 2 Session 9 - School leadership for development.</p> <p>Purpose: To consider the qualities that participants need to manage change in their schools for</p>	<p>Resource sheet 2.2</p>	

	<p>the ICAM programme.</p> <p>We already considered the leadership role of School ICAM leaders on Day 1 of the workshop. We are going to think about how to help them to use their leadership skills to bring about change in their schools.</p> <p>Seat participants in groups of six.</p> <p>Leadership styles suitable for promoting convivencia and inclusion</p> <p>Purpose : To understand different leadership styles and their usefulness</p> <p>To get everyone's attention while they are settling into groups of six, shout at them and use an inappropriate coercive style.</p> <p>Ask how they would describe the leadership style you have just demonstrated. Was it appropriate? How did it make them feel? Apologise for having alarmed or surprised them.</p> <p>Explain that, leadership can be demonstrated in different ways, different styles. It is most effective if the style is appropriate for the circumstances.</p> <p>PPT 3 Daniel Goleman, an American writer who became famous for his work on Emotional Intelligence, has defined six styles:</p> <ol style="list-style-type: none"> 1. Coercive 2. Authoritative 3. Affiliative 4. Democratic 5. Pace-setting 6. Coaching <p>Purpose: To help participants understand that leaders need to use all six of Goleman's styles and to choose the style that is most appropriate for each situation.</p> <p>Activity: Goleman's leadership styles</p> <p>Explain that there is a lot for them to do in this activity and that it is important that they keep to time. You will tell them how much time they have for each action and remind them when the time is up.</p> <p>In their groups of six, ask each participant to choose one of Goleman's six styles of leadership</p> <p>They should look at the ICAM Handbook Section 4.2 and read about the style they have chosen and then explain it to the other members of the group so that they all understand the six styles. <u>They have 12 minutes</u> to do this. (You keep the time, warn them when there are two minutes left and stop them after 12 minutes.)</p> <p>The next steps in the activity will help them to apply what they have just learned.</p>		
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	<p>Ask participants each to think about themselves as a leader and a situation where they took the lead, a situation that sticks in their mind and that they would be willing to describe briefly to a few other members of this group. Ask them not to say anything but to make a brief note for themselves about the situation. Explain that they will only have two minutes to describe it so they must be brief. <u>They have 5 minutes</u> to think of a suitable situation. You time them.</p> <p>While participants do this, clear spaces at the end of the room, in a line on the floor. Using the large sheets provided by Resource Sheet 2.2 , put a sheet labelled “Coercive” at one end and at the opposite side/end “Coaching”. Put the other sheets in order between them on the floor.</p> <p>PPT 4 Ask participants to work in groups of three and to work standing up. They take turns to tell their story – the example of their own leadership behaviour that they thought of. They have no more than two minutes to do this. The other two members of their group listen and then, without speaking, move to the place on the ‘line’ that they think represents the dominant style being demonstrated in the story. They discuss why they have positioned themselves where they are. (Different people may decide to position themselves at different places. This should lead to analysis and discussion of the styles). When the discussion has reached a conclusion, they move on to the next story and so on until all three people have told their stories.</p> <p>Facilitation tip: It is useful if you model this activity first briefly so that participants are clear about what they have to do.</p> <p><u>They have 10 minutes.</u> You time them, giving a two minute warning as before.</p> <p>Facilitation tip: To identify the group’s preferred leadership styles, you could observe the activity and count the number of times each leadership style is chosen. You could then discuss the results with the group.</p> <p>Plenary – PPT 5 Agree that no styles are ‘good’ or ‘bad’ they all have their uses. But, to be effective, a leader has to use the style that is appropriate for the situation. Good leaders use a range of styles.</p> <p>Lead a brief discussion to decide on the styles that will be most appropriate for School ICAM Leaders.</p> <p>We have used a variety of leadership skills this morning.</p> <p>PPT 6 lists some skills we have used</p> <ol style="list-style-type: none"> 1. Making clear and precise presentations 2. Listening actively and showing that you have heard 3. Identifying significant content in a presentation, activity or discussion 4. Being well-organised and keeping to time <p>Which of these do you consider to be your greatest strength? Tell the person sitting next to you why.</p>		
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9.50 am 10 mins	<p>Leading and managing change</p> <p>There is a large body of research and advice about leading and managing a change such as the development of an ICAM programme. Sections 4.3 – 4.4 of the ICAM Handbook suggest ways of motivating others and overcoming resistance to change whilst modelling good social and emotional skills and promoting convivencia.</p> <p>PPT 7 When faced with change, people’s reactions usually follow the transition curve, going through stages of shock, denial, awareness, acceptance, experimentation, searching for meaning integration. Ask participants to think of a change that they have experienced – a change that they resisted at first but then accepted and implemented successfully. Do they recognise these stages? Ask them to tell a partner about their experience</p> <p>PPT 8 What helped them to overcome shock and denial, move to awareness and acceptance and then experiment, search for meaning and integrate the change? They should discuss this in their group and then each group is asked tell us one thing that leaders can do to move others along the curve.</p>		
10.00 am 30 mins	<p>Refer participants to the ICAM Handbook Key feature 4 and the School ICAM Leader Workshop Guide Day 2 Session 9 - School leadership for development.</p> <p>How will they use this session to make School ICAM Leaders aware of the skills they will need and help them to develop and apply these skills?</p>	.	
10.30-11.00	Tea/coffee break		
Session 11	Key Feature 5 Effective strategies for the induction of new CAM into the school community		
11.00 am 10 mins	<p>Energiser.</p> <p>Purpose: To think about the assumptions we make about people we meet, the assumptions we might make about CAM.</p> <p>PPT 9 Explain that we are going to see how easily we guess things about someone we don’t know very well. Ask participants to write down two things about themselves, things they have done or things they like to do, things that another person might not guess. Then to add something that is possible but untrue.</p> <p>PPT 10 Then ask them to stand up and find a partner who does not know them. In turn they should share the three ‘facts’ about themselves in any order and their partner should guess which statement is false.</p> <p>Facilitation tip: It is useful to model this activity. Tell the group three things about yourself. How many guessed which statement was false?</p> <p>Ask how many people guessed correctly. What did it feel like when someone guessed correctly? What did it feel like when they didn’t guess correctly? What was the basis for our judgements?</p>		

	<p>We make all sorts of judgements about people we meet, many of them unconscious e.g. sometimes they remind us of someone we already know because they look similar - but may be very different.</p> <p>When welcoming CAM to our schools we need to guard against making unfounded judgements and to have a sound basis for the decisions we make for them.</p>		
<p>11.10 am 30 mins</p>	<p>Welcoming new students to the school</p> <p>Refer participants to the ICAM Handbook Key feature 5 and Day 3 Session 11 in the School ICAM Leader Workshop Guide Effective strategies for the induction of new CAM into the school community.</p> <p>Purpose: To consider what CAM and their families need when they join a new school and what schools do to meet these needs.</p> <p>Activity PPT 11 Divide the group into 4 –people from the same school should be in different groups. Give each group a flip chart and pens. Each group has a different task.</p> <p>Group 1 Imagine that you are a child affected by migration who is about to join your school. What questions, expectations or worries would you have?</p> <p>Group 2 Imagine that you are the parents/carers of a child affected by migration who is about to join your school. What questions, expectations or worries would you have?</p> <p>Group 3 What does your school do to inform and welcome CAM who join it? Make a list and number it.</p> <p>Group 4 What does your school do to inform and welcome the parents/carers of CAM who join it? Make a list and number it.</p> <p>They should list as many ideas as they can. Use large writing so that we can read it when the list is displayed. They can use more than one sheet if necessary.</p> <p>Display Group 1 and 3 lists together. Ask everyone to look at them and one volunteer to record the numbers on Group 3's list of actions that meet the needs on Group 1's list.</p> <p>Are any of the actions more important than others? Are any of the needs unmet? Is there more that schools could/should do?</p> <p>Repeat the process with Groups 2 and 4.</p> <p>Plenary – ask for any comments.</p> <p>Draw participants' attention to the ICAM Handbook Section 5.1 which describes what schools need to do to ensure that everyone is prepared to welcome CAM. We have already talked about raising awareness of the experiences of CAM and this is an important aspect of readiness.</p> <p>At the end of the activity ask for comments from participants about how they will set about facilitating this</p>	<p>Flip chart sheets and pens for each of 4 groups</p>	

	activity having experienced it themselves		
11.40am 20 mins	<p>A Key Adult</p> <p>Purpose; To realise, from the point of view of CAM and their families, the importance of a key point of contact in the school</p> <p>PPT 12 Ask participants to discuss in their table groups “If I were the parent of three new CAM in a school that you know, how would I know who to contact to give or receive information or help? How many people would I need to know? Is there a key contact person?” Allow 5 minutes for the discussion.</p> <p>Then point out that we have already talked about the importance of a Key Adult for children with attachment difficulties. It is very helpful if, at the beginning of their relationship with the school, the family have a single point of contact.</p> <p>Activity: PPT1 3 Ask them to work as a group to write a brief job description and person specification for a Key Adult for CAM and their families.</p> <p>Ask them to share and discuss their description and specification with another pair.</p> <p>Plenary – Ask for any comments</p>		
12.00pm 15 mins	<p>Making assessments</p> <p>Purpose: To consider what assessments are necessary when CAM arrive in a school and how they can be carried out</p> <p>PPT 14 Stress that assessment is a process not a single event. It should be ongoing and formative.</p> <p>PPT 15 Ask participants to discuss, in their table groups, the assessments that are made when new CAM enter a school that they know. How does the school find out about their:</p> <ul style="list-style-type: none"> • Fluency in the host language and need for language support • Previous educational experience and attainment and where to place them in the school • Social, emotional and behavioural needs and whether any additional support is necessary • Physical health and any factors that impact on the child's school life <p>How are these assessments reviewed and, if changes then appear necessary, how are they made?</p>		
12.15 pm 15 mins	<p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>Refer participants to the ICAM Handbook Key feature 5 and draw their attention to a useful exercise in Appendix 1. Also refer them to the School ICAM Leader Workshop Guide Day 3 Session 11 Effective strategies for the induction of new CAM into the school community. Give time for teams to edit and</p>		

	improve the session as necessary to ensure it is in keeping with the situation of schools in their context.		
12.30 – 1.30	Lunch		
Session 12	Key Feature 7 A formal and informal social and emotional learning (SEL) curriculum		
1.30pm 15 mins	<p>Ask participants, if they are wearing a watch, to take it off and replace it on the hand/wrist that they do not normally wear it on. You will explain later why we are doing this. (The purpose of this is to illustrate that repetitions are needed to learn a new behaviour, but do not explain this at this point.)</p> <p>Warm – up activity</p> <p>Purpose : To begin think about how we create a climate of convivencia and promote SEL in the classroom</p> <p>PPT 16 Sample activity: Promoting positive relationships in the classroom</p> <p>Challenge participants to line up in birthday order (date and month) within 3 minutes, without speaking.</p> <p>Designate one side of the room as ‘January 1st’ the opposite side as ‘December 31st’ and ask them to form a line between these dates.</p> <p>(They might show the month and date on their fingers or write down their birthdate).</p> <p>After 3 minutes ask them, starting at the January 1st end to state their birthday date and month. Allow them to move if they are in the wrong place.</p> <p>Ask each person to turn to the person next to them and tell them one interesting thing about themselves (give examples such as ‘someone famous you have met’, ‘something you have done’, ‘something you know a lot about or have won an award for’). Ask for volunteers to share their partners ‘interesting fact’.</p> <p>Make the point that knowing about people supports positive feelings and attitudes towards them.</p> <p>Explain that there are many resources available to support teachers in forming a safe classroom environment and promoting peer relationships.</p> <p>Introduction</p> <p>Purpose: to introduce Day 3 Session 12 in the School ICAM Leader Workshop Guide - Key Feature 7 - A formal and informal Social and Emotional Learning (SEL) curriculum - before participants decide how to use it in their context.</p> <p>SEL is central to the ICAM programme both in creating a climate of convivencia to the benefit of the learning of all pupils, but particularly of CAM, and in providing support for those with additional needs.</p> <p>PPT 17 On Day 1 we considered the importance of SEL in underpinning all learning, and the wide range of research on the many benefits that SEL results in.</p>		

	<p>Today we are going to look at how we learn social, emotional and behavioural skills and habits and that this will help us to consider how best they can be fostered in schools.</p> <p>PPT 18 What do we want children to be able to do as adults? Ask participants to read this quote and comment. Is there anything else that should be included? Anything that shouldn't be on there?</p> <p>Facilitator Tip: You might ask participants how well they (or their partners!) are able to do these things, and draw attention to the fact that few adults have ever explicitly learnt these skills as they were not taught in schools.</p> <p>For schools the impact on academic achievement is an important driver – this might be called an 'instrumental' purpose for engaging in SEL.</p> <p>In addition to academic achievement, SEL can impact on many issues that affect young people all over the world. There is a range of research about children's well-being and mental health needs which underline the intrinsic value of fostering SEL.</p> <p>PPT 19 The benefits of SEL for CAM Explain that for CAM there are a number of specific benefits in addition to this. (Reference: ICAM Handbook: Section C.7) They can be summarised as:</p> <ol style="list-style-type: none"> 1. Outcomes of the SEL programme will help to ensure that all children within the school (including CAM) will have had opportunities to develop empathy, challenge stereotypes, celebrate diversity and develop the skills for making and maintaining friendship. These are clearly skills within the school that will promote the social inclusion of children new to the school and support the development of good relationships between children. 2. Learning opportunities in SEL are non-didactic, often incorporating interactive, non-language-based activities which require children to work together in motivating ways. Often the explicit outcome of such activities is class cohesion and the development of good social and group-working relationships. 3. All children benefit from the development of their ability to recognise and manage their emotions, but some CAM may have additional SEL needs due to their pre-, trans- or post-migration experiences. Good SEL provision will provide small group and individual opportunities to develop and practice the skills of SEL in a safe, nurturing environment. <p>PPT 20 As we have already stressed, children need to feel happy and secure if they are to learn well.</p> <p>Ask, How are we doing for time? It is likely that many participants will automatically look at the wrist on which they generally wear their watch, having forgotten that they have changed it over earlier. SEL is about profound learning, learning that changes behaviour. It takes focus and repetition to do that,</p>		
<p>1.45 pm</p> <p>5 mins</p>	<p>A framework for SEL</p> <p>Purpose: To introduce the framework for SEL used in the ICAM programme.</p> <p>PPT 21 – Goleman social and emotional aspects of learning SEL covers a wide range of skills and we</p>		

	<p>will need a framework for defining them .Daniel Goleman provided one such framework by defining five aspects of social and emotional learning. The learning outcomes of an SEL curriculum – both what is taught formally and what children assimilate informally through their experiences in school – can be grouped under these headings.</p> <p>PPT 22 4 core elements of an effective SEL programme</p> <ul style="list-style-type: none"> • A positive ethos of convivência • Staff who have good SEL skills and who model the skills for young people • A structured curriculum to teach the skills • The reinforcement and celebration of the skills in every curriculum area <p>As well as teaching a structured SEL curriculum it is essential to create an ethos for SEL and convivência, to model social and emotional skills and to reinforce them in all lessons. The ethos and the way staff behave underpin the more explicitly taught aspects of SEL.</p> <p>It is important to make it clear that the structured curriculum to teach the skills is an Entitlement Curriculum for ALL students (not just for those with 'problems').</p> <p>PPT 23: Explain that an effective programme cannot be 'bolted on', and depends not just on what is taught (the explicit curriculum) but the underpinning elements. The effective teaching of SEL (the taught programme) has to rest on the foundations below it, like an iceberg.</p>		
<p>1.50 pm 60 mins</p>	<p>Planning Day 3 Session 12</p> <p>PPT 24 Ask participants to use Day 3 Session 12 in the School ICAM Leader Workshop Guide and Key Feature 7 - A formal and informal Social and Emotional Learning (SEL) curriculum and Appendices 2,3 and 4 in the ICAM Handbook to begin to plan the session they will facilitate with School ICAM Leaders to help them answer the questions:</p> <p>Which of the four areas of an effective SEL programme are already strong in your schools? Which need developing?</p> <p>What next steps might your schools take to develop a whole school programme of SEL (or further improve a programme they use already)?</p> <p>For each presentation and activity, they should note the purpose and ask themselves:</p> <p>Will it be necessary to fulfil this purpose? If so, is this the best way of doing it?</p>		
<p>2.50 pm 10 mins</p>	<p>Plenary Ask participants to share their ideas.</p> <p>What did they think of this session? How helpful was it? What did they learn?</p>		

3.00 – 3.30	Tea / Coffee Break		
Session 13	Key Feature 8. Additional support for CAM's Social and Emotional Learning and general wellbeing		
3.30 pm 20 mins	<p>Additional support for CAM's Social and Emotional Learning and general wellbeing</p> <p>As with some previous sessions, we will work through this session as described in the School ICAM Leader Workshop Guide so that participants can experience it and think about how they will use it in their context.</p> <p>Ask them to follow Day 3 Session 13 in the Guide and make notes as they think about how they will facilitate this session.</p> <p>Purpose: To recognise what schools are already doing that will meet the additional SEL needs of CAM and what further support may be needed</p> <p>What schools can do to support CAM's SEL needs</p> <p>Purpose: to focus on some needs of CAM that we have already identified and what schools already do and might do to meet them</p> <p>PPT 25 - Some of the SEL needs of all children, but particularly of CAM whose SEL is affected by being in a new place, attachment difficulties or trauma.</p> <p>Ask if participants can identify any other needs that have been identified either through the training or from their experience.</p> <p>Explain that schools do a lot already to meet these needs, and that the following activity will enable them to share practice before looking at what else schools might do in the rest of the session.</p> <p>PPT 26 Activity - What do we already do to support CAM with additional SEL needs?</p> <p>Remind participants of the Resource Sheet 1.4 from the session on Day 1 - Strategies for working with CAM with attachment difficulties. They might like to have this to hand to refer to as a check-list.</p> <p>Take six flip charts headed</p> <ol style="list-style-type: none"> 1. To be known as individuals 2. Adults who listen and respond sensitively 3. A sense of self-worth 4. A Key Adult 5. Help with transitions e.g. between classes or schools 	6 Flip charts each headed with one of the needs listed on PPT 26	

	<p>6. Being in control of what happens to them</p> <p>Divide the group into six subgroups and give each one of the headed flip charts and a pen. They have 5 minutes to write what schools do, and might do more of, to meet those needs.</p> <p>They will then pass the sheets round to each group in turn, read what their colleagues have written and add any further ideas so that, in the end every group has seen every sheet and contributed to it if they wish to.. They have one minute for each additional sheet. Time them and tell them when to pass the sheet on.</p> <p>Plenary When they have passed the sheets round every group and received their original sheet back, ask them to put the sheets on the wall.</p> <p>Summarise the key activities that they have come up with. You might include some of the strategies listed in the ICAM Handbook Section 8.1.3 as well as in Resources Sheet 1.5 if they are not suggested by participants.</p> <p>Ask for any comments. Have we identified any particular strengths or gaps in provision?</p> <p>Explain that, in this workshop, we are looking at the Key Features of schools that are effective in including CAM and meeting their SEL needs. Much of what schools do daily, along with a structured SEL curriculum, will help to meet those needs. But some will have additional needs and require additional help.</p>		
<p>3.50 pm 10 mins</p>	<p>The possible effects of migration experiences</p> <p>Purpose; To be aware of the possible effects of traumatic experiences and how to recognise children who may be suffering from trauma</p> <p>PPT 26 Assessing current levels of confidence: Ask participants to indicate with a thumbs up, thumbs horizontal, or thumbs down how confident they feel in the following three areas.</p> <ul style="list-style-type: none"> • dealing effectively in school with the possible traumatic effects of the migration experience? • knowing how to respond when children talk about traumatic memories or events? • providing effective small group support to CAM who they suspect have suffered trauma? <p>Explain that this session aims to build practitioners' confidence in recognising and responding to those CAM who they believe may be suffering from trauma and for participants to share some strategies and good practice in doing so.</p> <p>Refer participants to the ICAM Handbook Section 8.1</p> <p>Facilitator Tip: Some of this may have been covered on Day 2 in 'Awareness of the past and present experiences of CAM and their possible effects'. Facilitators may remind participants of this and explain that this session builds on the previous session.</p>		

	<p>PPT 27 What is trauma?</p> <p>Explain that we cannot process events that are traumatic (our brains do not have the capacity to file and store memories which are outside of normal human experience) and that they therefore stay in short-term memory, always at the forefront of our mind.</p> <p>Emphasise that, as with attachment difficulties, the effects of these experiences do not immediately disappear when the child reaches a place of safety.</p> <p>PPT 28 How can we tell if a child is traumatised and may need additional support? What signs might they show?</p> <p>Explain that all children coming to a new school, especially CAM for whom everything may be new and unfamiliar – the language, the culture, the way schools operate – are likely to demonstrate some signs of anxiety, withdrawal or distress.</p> <p>It is important not to assume that all CAM will be traumatised and need additional support.</p> <p>The key issue for schools is therefore how to identify those students who may be traumatised and require additional support.</p> <p>Remind participants of the importance of listening to the stories of CAM and their families, covered previously. These will give a clue as to whether a child may be likely to suffer trauma (although the extent to which a person is affected by any given experience depends on many factors – not all will react in the same way and so we need to be sure that we treat each child as an individual).</p> <p>Ask participants to read the slide and then discuss it in their table groups. Have they come across children who have displayed these signs of trauma? If so, how did the school support the child?</p> <p>Suggest that a useful strategy is to keep a record of any behaviours which staff may consider to be trauma-related.</p> <p>Explain that all traumatized children exhibit some combination of these symptoms in the acute post-traumatic period. Many exhibit them for years after the traumatic event. The symptoms will wax and wane - sometimes for no apparent reason. Keeping some record of the behaviours and emotions staff observe and trying to observe patterns in the behaviour of CAM who may have been traumatised will help to identify those in need of additional support.</p>		
<p>4.00 pm</p> <p>10 mins</p>	<p>Identifying CAM in need of additional support</p> <p>Purpose: To consider what small group work schools provide and which CAM might benefit from such small group opportunities</p> <p>PPT 29 Discussion: Identifying CAM in need of additional SEL support</p> <p>Explain that some CAM will require additional targeted support in the form of small group work and many schools already provide small group and individual support for students with additional SEL needs.</p>		

	<p>Ask participants to share briefly any small group support opportunities their school already provides for children with additional social and emotional needs (make it clear that you are not including additional academic support groups).</p> <p>Ask them to work in pairs to consider which CAM might benefit from such small group support. They should look at the ICAM Handbook Section 8.2.1.</p> <p>Plenary Ask the group if they would they add anything to the bulleted list in the ICAM Handbook</p>		
4.10 pm 5 mins	<p>How small group support can meet the additional SEL needs of CAM</p> <p>Purpose: To enable participants to understand how small group work can support individuals who have suffered trauma or attachment difficulties, and identify the benefits.</p> <p>PPT 30 How small group work can support CAM who have experienced trauma</p> <p>Explain that research on trauma has suggested three factors that support individuals in recovering. These are listed on the ppt.</p> <p>Emphasise that small group work can offer the conditions for all these factors to be provided.</p> <p>PPT 31 What are the benefits of small group work in SEL for CAM?</p> <p>PPT 32 Link the benefits to the needs of CAM that we previously identified</p>		
4.15 pm 20 mins	<p>A model of small group work</p> <p>Purpose: To present a model of the key elements of small group work</p> <p>PPT 33 – One model of a plan for small group work</p> <p>We have modelled a lot of this approach in our sessions together. Before and after the core activity there are opportunities for individual reflection. How does this model compare with that for any other small group work in participants' schools?</p> <p>PPT 34 Sample sessions for small group work Ask participants to look at the sample sessions provided in the ICAM Guide to Small Group Work among the resources on the ICAM website https://www.icamproject.eu These are intended as samples which schools can use and develop.</p> <p>How might they use, adapt and extend these in their school?</p> <p>Plenary: Share ideas about the form and content of future small group work in participants schools.</p>	<p>Access to the internet for participants to look at the ICAM website on laptops.</p>	
4.35 pm 10 mins	<p>The tasks involved in setting up and delivering small group work in SEL</p> <p>Purpose: For participants to be aware of the process and decisions involved in setting up small group work, or adapting what they already do to meet the specific needs of CAM</p>	<p>A copy of Resource Sheet 3.4 for each participant</p>	

	<p>PPT 35 The tasks involved in setting up and delivering small group work in SEL</p> <p>Remind participants that, as with all initiatives, the setting up or adapting of small group work to meet the needs of CAM will require a whole school process of planning, doing and reviewing.</p> <p>Some of the tasks are listed on the PPT.</p> <p>PPT 36 Activity: Planning for small group SEL work</p> <p>Give out Resource Sheet 3.4 and ask participants to consider which of the tasks listed are relevant to their own context. Acknowledge that schools will be in very different situations, with some providing group work opportunities already that can be easily adapted, and others with no current provision.</p> <p>Facilitator Tip: Remind participants that adapting and adopting new initiatives takes time, and that it is important to factor in time for the planning rather than jumping in at the action stage! Recognise that such a list can appear rather overwhelming, but that it can be planned in one step at a time!</p>		
<p>4.45 pm 10 mins</p>	<p>PPT 37 Explain that we have focused in this session on small group work for SEL but, as outlined in Section 8.2.2 of the ICAM Handbook, there may be some CAM who need more specialised professional help on a one to one basis and it is important for schools to be able to recognise when to refer such children for further assessment and to know what help is available.</p> <p>Ask them to discuss, in their table groups, the systems used in their schools to recognise children in need of specialist help and refer them to external agencies. How effective are these systems on a scale of 1-10? Why is there score not one point lower? What would make it one point higher?</p> <p>PPT 38: Plenary Ask participants to discuss their confidence levels in relation to the three questions asked at the beginning of the session, and then, when asked, to demonstrate this through using the thumbs up, horizontal or down method.</p> <p>Facilitator tip: Be prepared for some participants to express a lower confidence rating than previously. Often understanding the extent of the issue can increase feelings of being overwhelmed. Reassure participants that the issues will be there and that their feelings are a positive first step towards addressing the needs. Remind them that support and resources will become available to them in this area in the ICAM database.</p>		
<p>4.55 pm</p>	<p>Refer participants to the ICAM Handbook Key Feature 8 – Additional support for CAM's Social and Emotional Learning (SEL) and general wellbeing. We have worked through Day 3 Session 13 in the School ICAM Leader Workshop Guide. Ask them to look through this and make any further notes they wish to make about how they will facilitate this session to best achieve its stated purposes.</p>		
<p>5.00 pm 30 mins</p>	<p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>Circle time - Reflection on learning during Day3 of the workshop</p>	<p>Copy of Daily Evaluation Sheet for each participant</p>	

	<p>Purpose: To encourage a reflective approach to learning</p> <p>PPT 39 – Intended learning outcomes for Day 3. Ask participants to think about what we have done today. Ask them to say one thing that they have learned. Ask them to say, if they want to, how they are feeling now. Ask for any other comments.</p> <p>Complete Daily Evaluation Sheets</p> <p>Thank everyone for their contribution to the workshop</p>		
5.30 pm	Close		

Coercive

Authoritative

Affiliative

Democratic

Pace-setting

Coaching

Resource Sheet 3.3

Checklist for setting up small groups for SEL

- Have all members of staff been involved in the decision to run the small group?
- Are your plans to teach social, emotional and behavioural skills to the whole-class group effective and being implemented?
- Have staffing and resources been secured and the choice of group facilitators made?
- Has any necessary additional training for group facilitators been arranged – for example in active listening skills or in how groups work?
- Has time to run the group been timetabled, with provision for planning, review and weekly supervision?
- Do you have a robust system for selecting children for the group that involves key staff, including external agencies if appropriate?
- Has alternative provision been made or sought for children for whom there is concern but who are not included in the group, for example because they are felt to require more specialist support? Is a suitable room available and has this been arranged to facilitate effective group work?
- Have evaluation procedures been agreed and any necessary assessments been carried out before the sessions begin? Have parents/carers been involved in the selection of their children to take part?
- Have children been actively consulted about the group? Are they aware of why they are being offered this opportunity and have they agreed to join the group?
- Do children understand the purpose of the group and the intended learning outcomes?
- Are children aware of the timescale of the group and the format of the group?
- Have you agreed a plan to involve parents/carers in the group?
- Have you agreed the overall structure for the intervention?
- Have you planned the weekly sessions, including the specific 'I can' statements being focused on and the core activity for each week, with the aid of the session pro forma?
- Do facilitators know what to do should they need to seek help and support and talk to others – if, for example, a session did not go well or if it becomes clear that a child needs help from someone with specialist skills?
- Have risks that would prevent the group work from being effective been identified?
- Have plans been made to manage these?

Day 4

<p>9.00am 10 mins</p>	<p>PPT 1 Welcome</p> <p>Circle time Ask participants:</p> <p>Thinking back on what we did yesterday, have they any further thoughts about it?</p> <p>Do they have any comments about what they read (Sections 6, 9, 10, 11 and 12) in the ICAM Handbook?</p> <p>How do they feel now?</p> <p>Warm up activity – A clapping activity or creating a thunderstorm - examples of 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.</p> <p>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</p> <p>PPT 2 Learning outcomes for Day 4.</p> <ol style="list-style-type: none"> 1. Understanding how to ensure that CAM feel safe, and thus are able to learn, in school 2. Consideration of the support that staff need to support the SEL of CAM and ways of providing it 3. Preparation for facilitating a session on the morning of Day 5 on ways of involving either students, parents or the local community in the ICAM programme to improve convivencia in the school and support the learning of CAM. 4. Reflection on what has been learned and planning for next steps <p>Ask whether there are any of these outcomes that participants think are a particular issue requiring more attention in their schools?</p> <p>We will work through this morning’s sessions to experience them as written in the School ICAM Leader Workshop Guide. Participants should again follow the sessions in the Guide and make notes to remind them how they might use and adapt the sessions in their context.</p> <p>PPT 3 All pupils have equal rights. But some need more help than others to access them. Today we are looking at more ways of ensuring that all pupils have equal access to the education which</p>		
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	is their right.		
Session 14	Key Feature 6 - Effective strategies to ensure the safety and wellbeing of students in and around the school		
9.10 am 10 mins	<p>Refer participants to the ICAM Handbook Key feature 5 and to Day 3 Session 11 in the School ICAM Leader Workshop Guide Effective strategies for the induction of new CAM into the school community.</p> <p>Note that this session deals with aspects of bullying including cyberbullying. The latter is now a particular concern and, as the ICASMcSr programme develops, there will be additional resources available on the ICAM website to address it.</p> <p>Purpose: to consider how schools can be made into places where all students, including CAM, feel safe and are therefore able to learn (learning is the purpose of schools!) and develop their social and emotional skills.</p> <p>A whole school approach to creating convivencia and feelings of safety</p> <p>Purpose: to consider the factors that contribute to creating feelings of safety</p> <p>Presentation: PPT 4 Students cannot learn if they do not feel safe. How can we ensure that we create a safe environment in which all students can learn with confidence?</p> <p>PPT5 Creating such an environment requires a whole-school approach to:</p> <ul style="list-style-type: none"> • Style and quality of leadership and management • Relationships in and outside the classroom – staff/students, students/students and staff/staff • Organisation of social areas • Safety on the journey to and from school • Procedures to deal with bullying incidents • Procedures to encourage safety online and in social networks • Procedures to deal with suspected neglect or abuse outside school <p>Ask participants to look at this list and consider whether any of these aspects is of particular concern in their schools. (Do not discuss them now – we are going to consider them in detail)</p> <p>PPT 6 in a violent environment there may be both physical and emotional bullying of students by one another and by staff; of staff by one another and by students.</p> <p>Ask How safe do the students in your schools feel? What did the review tell you about this? Discuss the responses. What issues do students in your school raise about safety?</p>		

	<p>How might we find out more about how safe students feel on a regular basis? Discuss in table groups and quickly generate as many ideas as possible. Suggest that, as we gather responses in a brief feedback session, participants make notes of any ideas they find useful.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Regular opportunities for students to discuss any concerns with a system for collecting these concerns for the school leadership to consider and respond • A central safety board or 'worry box' or on-line blog where students can write their concerns. • Anonymous questionnaires to supplement the school review • Regular focused monitoring by staff 		
<p>9.20 am 45 mins</p>	<p>Activity – to consider how safety and feelings of safety might be improved</p> <p>Divide the group into 5 teams.</p> <p>PPT 7 Each team is asked to create a five minute presentation for staff to highlight :</p> <ul style="list-style-type: none"> • the issues • the actions <p>linked to securing safety and feelings of safety for all students, including CAM.</p> <p>Allocate each group one of the following areas of focus:</p> <ol style="list-style-type: none"> 1. The school and classroom physical environment 2. Relationships between students 3. Relationships between staff and students 4. Online safety and social networking 5. Safety in the wider community <p>They have 15 minutes to prepare a PowerPoint slide or slides and then 5 minutes each to use the slides to present their ideas to the whole group on .</p> <p>As they present, ask the audience to consider any additional material that they can integrate into the advice. If we think of CAM in particular, is there more to add? Provide time for the groups to include any additional suggestions on their slide. Participants can then take copies of the slides if they wish to.</p> <p>Ideas might include:</p> <ol style="list-style-type: none"> 1. The school and classroom physical environment <ul style="list-style-type: none"> • Well cared-for physical environment • Graffiti or any signs of violence removed promptly • Safety posters linked to issues of interest to students • Recognition and celebration of cultures 		

	<ul style="list-style-type: none"> • Obvious care for the work of students • Appropriate supervision of all areas, particularly those where students might be at risk • Control of school entrances and exits • Clear attention to physical safety such as fire hydrants/alarms etc. <p>2. Relationships between students</p> <ul style="list-style-type: none"> • SEL taught and reinforced throughout the curriculum • Buddying systems • Teachers creating opportunities for students to discuss issues respectfully and listen to one another • Shared learning experiences that enable the development of social behaviours • Team events • On-line protocols and teaching to secure relations beyond the school <p>3. Relationships between staff and pupils</p> <ul style="list-style-type: none"> • Positive and purposeful interactions and the avoidance of aggression • School leaders and staff who model positive social and emotional skills • School leaders and staff who listen to students and respond to their concerns • An obvious presence of the leadership within the school • Opportunities to share celebrations • Opportunities for students to take responsibilities including responsibility for their own learning <p>4. On-line safety</p> <ul style="list-style-type: none"> • Agreed protocols that are available for students • Explicit teaching linked to safe use of the internet • Clear follow up procedures when safety is compromised • Clear protocols to handle issues that arise from inappropriate use of the internet • Workshop for students and parents to raise awareness <p>5. Safety in the wider community</p> <ul style="list-style-type: none"> • Community members invited in to talk to students • Partnership activity with local community groups • Events which engage the community • Community police engagement • Teaching about safe routes to school • Strong links with the home <p>Plenary Explain that, although the measures we have just discussed should help to reduce bullying and other forms of violence, some will inevitably occur. We will consider how to deal with this effectively.</p>		
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	We will also consider how we keep students safe by recognising and responding to signs of child abuse or neglect.		
10.05 am 25 mins	<p>Dealing with bullying</p> <p>Purpose: to consider what we already do to deal with bullying and whether there is more we should do, particularly regarding CAM</p> <p>PPT 8 Explain that bullying is systematic abuse of a weaker person by a stronger person. It may involve verbal, physical or psychological aggressive behaviour.</p> <p>CAM are particularly vulnerable to being the targets of bullying as they are new to the school, and its group dynamic, and they may be perceived by other students as being different. Additionally, their past experiences may lead them to behave aggressively to other students. Attitudes in society at large to migrants may also have an influence on behavior in school.</p> <p>Ask Do your schools have clear procedures for recognizing, reporting and dealing with bullying? How do they compare with the suggested procedure on PPT 8?</p> <p>PPT 9 When bullying has occurred it is most effective if:</p> <ul style="list-style-type: none"> • Conversations with the students involved take place individually and in this order: <ul style="list-style-type: none"> conversation with the target conversation with each perpetrator on their own conversation with the perpetrators together • There are follow-up conversations with each party, at the end of which the parties may meet. • Parents are involved. • The message is clear - the bullying has to stop. • Conversations are characterised by respect. • It is clear that it is the behaviour, not the students, that the school rejects. <p>Discussion Thinking of what we have considered about the experiences of CAM and their possible effects, their SEL needs and effective strategies for their induction, are there any additional issues that we should address if CAM are involved in bullying either as targets or perpetrators?</p> <p>PPT 10 Bystanders Dan Olweus, one of the pioneers in international anti-bullying work, has described students involved in or witnessing a bullying situation as having roles in a Bullying Circle</p> <ul style="list-style-type: none"> a) students who bully b) followers or henchmen c) supporters or passive perpetrators of bullying 		

	<p>d) passive supporters or possible perpetrators of bullying</p> <p>e) disengaged onlookers</p> <p>f) possible defenders</p> <p>g) defenders</p> <p>Divide participants into seven groups and ask each to spend 5 minutes considering one of these roles. What can teachers and the school do to involve bystanders in stopping bullying?</p> <p>Plenary: Ask each group to share their ideas and note anything they want to remember.</p> <p>Agree that students know more about any bullying in their school than the adults do. With appropriate support, they can do much to prevent it. We want them all to be defenders.</p> <p>Refer participants to the AAB School Handbook in the Action Antibullying website www.actionantibullying.eu for more information about preventing and dealing with bullying.</p> <p>We will spend time at the end of the next session thinking about how participants will facilitate this session with School ICAM Leaders.</p>		
10.30-11.00	Tea/coffee break		
Session 15	Key Feature 9 -Support for staff, including continuing professional development on SEL and ways of meeting the additional SEL needs of CAM		
11.00 25 mins	<p>Refer participants to the ICAM Handbook Key Feature 9 -Support for staff, including continuing professional development on SEL and ways of meeting the additional SEL needs of CAM and the School ICAM Leader Workshop Guide Day 4 Session 15</p> <p>Staff wellbeing</p> <p>Purpose: To consider the whole school approach to support staff wellbeing</p> <p>Warm Up: Discuss with a partner what wellbeing is.</p> <p>PPT 11 Explain that, for more than 50 years, the business world has recognised the importance wellbeing for productivity at work e.g. Abraham Maslow (1943) suggested that human needs form a hierarchy. Our basic needs are to be safe, warm, fed, hydrated etc. Only when the lower needs are satisfied is it possible for someone to achieve at the higher levels. In a school environment this means that, as we have already discussed, students are unlikely to be able to learn effectively if the basic needs for safety, belonging and self-esteem are not met. Similarly, staff will not be able to contribute fully if they do not feel secure and valued in their work. They must pay attention to their own needs as well as those of their students and we</p>		

	<p>must help them to do this.</p> <p>PPT 12 Frederick Herzberg (1959) suggested that there were some basic needs in the workplace that, if they were not met, would lead to dissatisfaction. He called these Hygiene Factors, without them the organisation would not be healthy.</p> <p>They were necessary but not sufficient. In order to feel engaged, people needed Motivational Factors of which a sense of achievement was by far the strongest.</p> <p>PPT 13 Teachers tend to work with more enthusiasm when they:</p> <ul style="list-style-type: none"> • Feel supported • Are listened to • Are noticed by senior colleagues • Are encouraged • Feel trusted • Feel appreciated and valued • Are kept well-informed • Are helped to clarify their ideas • Are helped to develop their skills and abilities • Are challenged and extended <p>Ask How might working on the ICAM programme provide for these motivational needs?</p> <p>Point out the positive focus of the programme on recognising and building on existing achievements and on solution focused approaches.</p> <p>PPT 14. What do they think of these descriptions of wellbeing?</p> <p>In a state of wellbeing we can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to our community.</p> <p>Did the school review provide any insights into the perceptions of staff and the leadership team in their schools about staff wellbeing?</p> <p>Activity: Personal wellbeing Ask participants to use Resource Sheet 4.1 to reflect on their own wellbeing in response to the following questions:</p> <p>Awareness: How do you know when your wellbeing is strong, or weaker and in need of support?</p> <p>Need: What are your own current wellbeing needs in relation to your professional life?</p>		
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	<p>Response: What ways do you have of responding to your own wellbeing needs?</p> <p>Ask them to consider what their thoughts tell us about staff wellbeing in general. We will record our ideas under the three headings – Awareness, Need and Response.</p> <p>Ask for a volunteer to scribe on a flip chart as the group suggests and discusses ideas under the heading ‘How can staff awareness of the importance of their own wellbeing be promoted?’</p> <p>Repeat with a second and then a third volunteer to complete flip charts headed</p> <p>‘How can staff be helped to identify their own wellbeing needs?’</p> <p>‘What provision will support staff wellbeing?’</p> <p>Ask participants to consider what these lists tell them about what their schools are already doing and what more they could do to support staff.</p>		
<p>11.25 10 mins</p>	<p>Avoiding secondary trauma</p> <p>Purpose: To understand that staff who work with CAM may need additional support and to understand what support may be helpful.</p> <p>PPT 15 Explain that, as a result of working closely with students and families who have endured difficult and traumatic circumstances, teachers and support staff may present signs of Secondary Traumatic Stress (STS).</p> <p>Ask participants to read Sections 9.2 and 9.3 of the ICAM Handbook and discuss the answers to the following questions with a partner:</p> <p>On a scale of 1 -10, how prepared is your school to notice and provide support if any staff suffer STS?</p> <p>Why is your score not 1 point lower?</p> <p>What could you do to make the score 1 point higher?</p> <p>Plenary Ask what participants think they might do in their schools to address any issues raised in this session</p>		
<p>11.35 15 mins</p>	<p>Continuing Professional Development (CPD)</p> <p>Purpose: To consider the CPD that the ICAM programme will provide</p> <p>PPT16 Like SEL, CPD has both formal and informal aspects. It involves specific learning activities and recognising and reflecting on learning from experience. The ICAM programme aims to help all involved to recognise and build on the positive aspects of their practice that help to create convivencia and include CAM.</p> <p>PPT17 Explain The ICAM programme uses a cascade model – Our central team provided a workshop for</p>		

	<p>National Facilitators to prepare them to provide workshops like this for School ICAM leaders who, like you, will provide CPD for their colleagues.</p> <p>It is this last step that is the most vital because it will have the most impact on the CAM in your schools.</p> <p>A staff CPD programme based on the 4 levels of providing support for CAM</p> <p>Purpose: To explain the 4 levels of staff CPD and consider which levels will need most attention in participants' schools. To provide a lecture and then consider how effective it was in delivering the content, and facilitating understanding of it.</p> <p>Presentation: PPT 178 The professional development materials for School ICAM Leaders to use with their colleagues are divided into 4 incremental levels so that schools can decide on the areas to which they need to pay most attention. This will be a short lecture! Participants should consider, as they listen, how the levels will apply to their schools.</p> <p>Refer participants to the ICAM Handbook Section 9.1</p> <p>Level 1: Raised awareness and understanding of the past experiences of CAM</p> <p>Before we can begin to improve the SEL of CAM, and thus their capacity to learn in school we need to have a good understanding of their possible experiences and the effects of these experiences</p> <p>PPT 19 An understanding of the individual past and present lives of CAM helps to develop empathy and build positive relationships with them.</p> <p>This appreciation includes an understanding that experiences vary greatly from person to person. It also requires school staff to know and understand something about the cultures of the countries represented in their classrooms.</p> <p>A growing appreciation of the experiences that CAM bring to the school should stimulate actions to improve both the formal and informal SEL/Life skills (LSE) curriculum and, through this, to encourage all members of the school community to develop positive attitudes towards, and empathy for, CAM.</p> <p>Level 2: Improved SEL provision for all CAM integrated into lessons and the school environment</p> <p>Learning cannot take place when SEL is compromised. Although CAM will have different stories and different individual needs, all children need a sense of safety, acceptance and belonging if they are to learn in school</p> <p>PPT 20 Staff can apply their greater empathy for, and understanding of, CAM and their experiences to the task of developing trusting and constructive relationships with CAM to help them access learning. This can be achieved by adapting teaching styles and the management of learning in the classroom and around the school in ways that will promote the SEL of CAM and their greater inclusion in the school community.</p> <p>Level 3: A greater understanding of the possible additional SEL needs of CAM and improved SEL provision to meet these needs in the whole of their school experience</p>		
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	<p>Some CAM, as a result of pre, trans or post-migration experience may require additional support to repair or improve their SEL. They will need enhanced support in class and around the school over and above the school norms, to meet their additional needs.</p> <p>PPT 21 A greater understanding of the possible additional SEL needs of CAM (as a result of migration experiences) and improved provision to meet them in lessons and during unstructured times around the school requires procedures and processes in the school to</p> <ul style="list-style-type: none"> • identify additional SEL needs of CAM • construct individual SEL development plans specific to CAM • ensure that all staff are aware of the plans and have the necessary knowledge, understanding and skills to differentiate teaching and learning so that the Individual SEL plans are implemented and the additional SEL needs of CAM are met. <p>Level 4 Small group/individual interventions for students identified as having the most severe additional SEL needs</p> <p>Some CAM may require small group or individual intervention to enable them to function optimally in school.</p> <p>PPT 22 Some staff should be chosen to develop skills in leading such interventions, identifying CAM for whom they would be appropriate and referring them to external agencies for help when this is necessary.</p> <p>Plenary</p> <p>Ask for any comments or questions. This was a lecture – was it an effective way of imparting information. What did participants think of it as a learning experience? Might it be done differently?</p>		
11.50	<p>Refer participants to the ICAM Handbook Key feature 5 and to Day 3 Session 11 in the School ICAM Leader Workshop Guide Effective strategies for the induction of new CAM into the school community.</p> <p>Also to the ICAM Handbook Key Feature 9 -Support for staff, including continuing professional development on SEL and ways of meeting the additional SEL needs of CAM and the School ICAM Leader Workshop Guide Day 4 Session 15</p> <p>Ask them to make notes as they think about how they will use these two sessions in their context and to make any amendments they need to make.</p> <p>Plenary Ask participants to share with a partner anything they will take away from this morning's sessions that will be particularly important or useful in their work.</p> <p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>Ask participants to bring the self-assessment of knowledge and skills that they</p>		

	completed before the workshop to this afternoon's session.		
12.30- 1.30	Lunch		
	Reflecting on our learning from the workshop so far and preparing for Day 5		
1.30 10 mins	<p>Purpose To plan the use of our time this afternoon</p> <p>PPT 23 Learning outcomes for Day 4 This morning we considered how to ensure that children feel safe so that they are able to learn in school and how to attend to the wellbeing and CPD of staff. We have two tasks this afternoon</p> <ul style="list-style-type: none"> To prepare for tomorrow morning when participants will work in teams to facilitate the three remaining sessions from Day 4 of the School ICAM Leader Workshop. To reflect on what we have learned from this workshop and agree what we will do next. <p>Day4 Evaluation Sheet Ask participants to complete the sheet thinking of this morning's sessions</p>	Copy of Day4 Evaluation Sheet for each participant	
1.40 10 mins	<p>Preparing to facilitate a session</p> <p>PPT 24 Participants will work in 3 teams each to prepare a 45 minute session. When one team is facilitating the others will participate in the session as School ICAM Leaders and think about what helps their learning, what feedback they will give to the facilitators and how they will facilitate this session themselves.</p> <p>Team 1 Session 16 Key Feature 10 - Involvement of students</p> <p>Team 2 Session 17 Key Feature 11 – Involvement of families</p> <p>Team 3 Session 17 Key feature 12 – Involvement of the local community</p> <p>Decide on the three teams and the sessions they will facilitate.</p> <p>PPT 25 Timetable for the morning beginning at 8.30</p> <p>PPT 26 Feedback should be specific so that facilitators know how to build on their strengths and take achievable steps to make any improvements.</p> <p>PPT 27 Arrangements for feedback There will be 10 minutes after each session to give feedback and share any resources the team has developed</p> <p>Facilitators should be given the opportunity to give their views first on 'What went well was' and 'It would be even better if...' Participants can then respond to these perceptions as they add their views.</p> <p>Team 3 will lead feedback to Team 1</p>	<p>Resources for School ICAM Leaders Workshop sessions 16 and 17</p> <p>Flip charts and pens</p> <p>Laptops and internet access</p> <p>If possible and necessary, access to photocopying</p>	

	<p>Team 1 will lead feedback to Team 2</p> <p>Team 2 will lead feedback to Team 3</p> <p>PPT 28 Preparing to facilitate a session Facilitators should use the relevant sections of the ICAM Handbook and School ICAM Leader Workshop Guide and think:</p> <p>What are the purposes of the session and the presentations and activities within it?</p> <p>Do you want to adapt anything in order to achieve those purposes?</p> <p>Are any warm-up activities or energisers relevant to the session?</p> <p>Thinking of the 4 stage learning process, is there an appropriate balance of presentation, modelling and practice?</p> <p>How will you promote solution focused approaches?</p> <p>How will you demonstrate effective co-facilitation involving all members of your team?</p> <p>Is the timing of the session (45 mins) achievable? Who will keep an eye on the time?</p> <p>Have you got the resources that you need?</p>		
<p>1.50 5 mins</p>	<p>Expectations and Concerns – look again at the expectations and concerns that were expressed at the beginning of the workshop. To what extent have we met the expectations and removed the concerns?</p> <p>PPT 29 Reflecting on what we have learned</p> <p>Ask participants, before the end of this session, to:</p> <ul style="list-style-type: none"> • Complete the ICAM post-workshop self-assessment of knowledge and skills and decide on their personal action plan. • Compare their ICAM self-assessment results before and after the workshop using the Summary sheet for monitoring and evaluation of an ICAM workshop • Complete a Final Evaluation Sheet <p>Ensure that you collect all their copies of the Summary Sheet and Final Evaluation so that you can use them in the workshop review.</p>	<p>Expectations and Concerns from Day1</p> <p>Participants need the Self-assessment of knowledge and skills that they completed before the workshop</p> <p>Copy for each participant of:</p> <p>ICAM post-workshop self-assessment of knowledge and skills</p> <p>Summary sheet for monitoring and evaluation of an ICAM workshop</p> <p>Final Evaluation Sheet</p>	

1.55 20 mins	Discussion of next steps Discuss how the group will continue to communicate with one another. ICAM Team Facilitators will support National Facilitators in the workshops for School ICAM Leaders. Discuss the arrangements for this. Any other business		
2.15	Participants complete evaluations and prepare to facilitate a session		
3.00 – 3.30	Tea/coffee break		
3.30	Participants continue to complete evaluations and prepare to facilitate a session		
5.30	Collect any remaining Summary Sheets and Final Evaluations Close		

ICAM National Facilitator's post-workshop self-assessment of knowledge, understanding and skills and action plan

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 as a facilitator in the ICAM programme. 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 CPD.

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 CPD?

Although a great deal is expected of you as a facilitator, 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 CPD. 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 CPD. 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.

ICAM National Facilitator post workshop self-assessment

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

1. How do you rate your awareness of the past and present experiences of CAM and their possible effects?	Rating 0-10
Your awareness of the stories of individual CAM in your region	
Your understanding of the possible effects of their experiences on CAM in your region	
Your empathy for, and positive attitude towards, CAM	
Total	
<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>	
2. How do you rate your knowledge and understanding of ways of reviewing the school's effectiveness in including CAM?	Rating 0-10
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	
Total	
<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>	

3. How do you rate your ability help School ICAM Leaders to create and implement policies and strategies for the inclusion and support of students, including appropriate language support for CAM?	Rating 0-10
Your ability to help School ICAM Leaders to write policies for the inclusion and support of students, including CAM	
Your ability to help School ICAM Leaders to plan strategies based on the policy to enhance inclusion and support of CAM	
Your ability to help School ICAM Leaders to implement strategies to enhance inclusion and support of CAM securing the commitment of stakeholders	
Total	
<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>	
4. How do you rate your ability to help School ICAM Leaders to lead an ICAM programme?	Rating 0-10
Your ability to help School ICAM Leaders to lead and manage change	
Your ability to help School ICAM Leaders to use appropriate leadership styles to enhance inclusion and create a climate of convivencia (living together in harmony)	
Your ability to help School ICAM Leaders to share leadership tasks and responsibilities	
Total	
<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>	

5. How do you rate your ability to help School ICAM Leaders to increase their knowledge and understanding of effective strategies for the induction of new CAM into the school?	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of providing a welcome, recognising and celebrating cultural diversity and acceptance	
Your ability to help School ICAM Leaders to develop their knowledge and undeerstanding of effective ways of assessing the needs of CAM when they arrive in a school	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of structures to support CAM, including the importance of a Key Adult	
Total	
<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>	
6. How do you rate your ability to help School ICAM Leaders to create a safe environment for learning?	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of recognising and celebrating the contribution of CAM to the life of a school	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of the safeguarding of CAM and ability to help School ICAM Leaders to recognize signs of abuse or neglect	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of preventing bullying behavior and of dealing with it when it occurs.	
Total	
<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>	

7. How do you rate your ability to help School ICAM Leaders 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?	Rating 0 –10
Your ability help School ICAM Leaders to increase their 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 help School ICAM Leaders to create an ethos that develops students' social and emotional skills	
Your ability to help School ICAM Leaders to model social and emotional skills for staff and students	
Total	
<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>	
8. How do you rate your ability to help School ICAM Leaders to provide additional support for CAM's Social and Emotional Learning and general wellbeing?	Rating 0 –10
Your ability to help School ICAM Leaders to improve their knowledge and understanding of the possible additional social and emotional needs of CAM	
Your ability to help School ICAM Leaders to know how to identify CAM in need of additional Social and Emotional Learning support	
Your ability to help School ICAM Leaders to know how to organize additional small group or individual Social and Emotional Learning support for CAM	
Total	
<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>	

9. How do you rate your ability to help School ICAM Leaders to provide support for staff, including continuing professional development, for the inclusion of CAM?	Rating 0-10
Your ability to help School ICAM Leaders to provide continuing professional development for staff to enhance the inclusion of CAM	
Your ability to help School ICAM Leaders increase their knowledge and understanding of strategies to ensure staff emotional health and wellbeing	
Your ability to help School ICAM Leaders to recognise the possible effects of secondary traumatic stress and provide support to ameliorate them	
Total	
<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>	
10. How do you rate your ability help School ICAM Leaders to involve students throughout the school in supporting each other and the inclusion of CAM	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of ensuring that the climate in classrooms supports inclusion	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of the implementation of effective peer support systems	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of involving students in decision making	
Total	
<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>	

11. How do you rate your ability to help School ICAM Leaders to gain support from, and help for, parents/carers of CAM in continuing SEL in the home?	Rating 0-10
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of communicating effectively with parents/carers	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of involving parents/carers in the school's work	
Your ability to help School ICAM Leaders to develop their knowledge and understanding of ways of ensuring that social and emotional learning continues in the home	
Total	
<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>	
12. How do you rate your ability to help School ICAM Leaders to promote involvement with the local community to enhance the inclusion of CAM	Rating 0-10
Your ability to help School ICAM Leaders to identify sources of support for CAM and their families in the local community	
Your ability to help School ICAM Leaders to work in partnership with the local community	
Your ability to help School ICAM Leaders to encourage celebration of the contribution of CAM and their families to the local community	
Total	
<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 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 CPD	Score after CPD	Difference in scores
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

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

Target 1

Target 2

Target 3

Day 5			
8.30 am 45 mins	Practice Session 1 Team 1 co-facilitates Session 16 Key Feature 10 - Involvement of students Other teams and facilitators behave as School ICAM leaders		
9.15 am 10 mins	Team 3 leads feedback from facilitators and participants. Sharing of any additional resources. Everyone thinks about how they will facilitate this session with School ICAM Leaders		
9.30 am 45 mins	Practice Session 2 Team 2 co-facilitates Session 17 Key Feature 11 – Involvement of families Other teams and facilitators behave as School ICAM leaders		
10.15 am 10 mins	Team 1 leads feedback from facilitators and participants. Sharing of any additional resources. Everyone thinks about how they will facilitate this session with School ICAM Leaders		
10.30-11.00	Coffee Break		
11.00 am 45 mins	Practice Session 3 Team 3 co-facilitates Session 17 Key feature 12 – Involvement of the local community Other teams and facilitators behave as School ICAM leaders		
11.45 am 10 mins	Team 2 leads feedback from facilitators and participants. Sharing of any additional resources. Everyone thinks about how they will facilitate this session with School ICAM Leaders		
11.55 am	Final Circle Time Watch the UNICEF video (3 mins) https://youtu.be/ZNnEHsrBakI (or a suitable alternative) to remind us how important schools are in the lives of CAM. Explain that we have shared, and will continue to share, a lot of information and expertise that will help us to improve the life chances of these children. We are providing for their right to education. We may not be able to solve all their problems but what we do is	UNICEF video	

	essential and can be transformative. Ask participants how they feel now and to share any thoughts they want to share at the end of the workshop. Thank them for all their hard work.		
12.30	Close of workshop Lunch		