

Including Children Affected by Migration



School ICAM Leader Workshop Guide for Facilitators

Developed by the Northampton Centre for Learning Behaviour

Using this guide

This guide is intended for use in workshops for the continuing professional development (CPD) of School ICAM Leaders who will, in turn, provide CPD for the staff in their schools. It should be read alongside the ICAM Handbook and ICAM National Facilitators Additional Handbook.

It is recommended that two facilitators work together to co-facilitate the workshop sessions so that, while one is leading a session, the other can offer support, where necessary, to ensure that all participants achieve the intended learning outcomes. When there are group activities, both facilitators can join groups to watch, listen and encourage them.

The guide is offered as a framework which facilitators will adapt to suit their circumstances. The intended learning outcomes for the whole workshop and for each session are clearly stated.

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

The programme advocates a whole-school approach to achieving this purpose and is structured around 12 key features of schools that are well organised for the inclusion of CAM. 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.

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.

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.

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

Timings are given in the left hand column but these are only a rough guide to the relative weight given to different sections of a session. Each whole session lasts one and a half hours and this is the only important limit to timing.

Before the workshop, participants should be sent a welcoming letter; a programme; a set of questions to use in preliminary discussions with senior leaders, staff, students and parents/carers; an Initial Self Assessment of Skills; and the ICAM Handbook.

During the workshop, participants will need to have these documents to hand along with the PowerPoint slides for the programme.

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. It is useful for them to have laptops and internet access.

The workshop lasts 4 days. It is recommended that there are 2 days followed by a break in which participants can reflect on what they have learned, carry out the ICAM School Review and write an action plan based on the outcomes, before returning for a further 2-day workshop.

Before the final session, participants 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 when they return to their schools.

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Before the workshop

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

the programme for the workshop

some questions for use in preliminary discussions with senior leaders, staff, students and parents/carers

an Initial Self-Assessment of Skills

the ICAM Handbook – they should be asked to read Sections A to D of the Handbook before the workshop

Materials for use during the workshop

For each participant you will need a printout of the slides for the workshop and, as they work through the activities, a copy of each of the resource sheets in this document (with the exception of Resource sheets 1.6 – you need one set per table of these four sheets and 2.2 – Leadership styles – you need only one, or possibly two, sets of these 6 sheets)

Videos for use during the workshop can be found on the ICAM website

<https://www.icamproject.eu/videos>

Abbreviations used throughout the Guide

CAM - Children Affected by Migration - children who are evacuees, asylum seekers, economic or social migrants or those left behind by family moving to another country.

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'.

Preliminary Discussions

Before the School ICAM Leader Workshop

You are encouraged to collect some preliminary thoughts from members of your school community so that you come to the workshop with insights to share about the current successes of your school in including Children Affected by Migration (CAM). If the National Facilitator is able to join you for the discussions it may provide him/her with a useful introduction to the school.

The discussions will provide some initial insights into the needs of CAM, what schools are already doing to meet those needs and what support for development will be most effective. They will also begin to raise awareness in the school. You will have begun to focus on:

- existing strengths, what the school does well in supporting the inclusion of CAM.
- aspects related to the inclusion of CAM that can be improved

It is suggested that you arrange discussions with small groups of:

- senior leaders,
- staff – including both teaching and support staff
- students
- parents/carers

either as separate or mixed groups.

The attached sheets suggest a structure for the discussions and have space for you to make notes of outcomes that you want to remember.

These discussions are only a preliminary step. The ICAM project includes a full school review that you will carry out after the first 2 day workshop using a detailed on-line school review instrument.

Preparing a discussion.

It will be helpful if, when you invite people to a discussion, you explain the purpose of the discussion and their role in it, so that they can begin to think about what they will want to say prior to the session.

You can explain that

- the school is involved in the ICAM programme and what that entails
- you will be attending a workshop to learn more about the programme
- you have been asked to take some preliminary thoughts from different people involved in the school about what our school already does to include children affected by migration
- you will be conducting a full review after the workshop to inform an action plan to recognise and build on the existing strengths and identify and improve areas that are less successful.

Conducting a discussion

If two people conduct the discussion one can focus on posing questions and encouraging answers while the other makes brief notes of outcomes.

You will need to keep an eye on time as you attempt to cover all the questions.

Welcome participants at the beginning and thank them for their contributions.

The questions for discussion are:

Thinking of all students and, in particular, those affected by migration, how does our school:

- find out about students' past and present experiences and share and use this information within the school?
- welcome and inform students and their families when they first join us and throughout their time here?
- help students to feel safe and happy in school and on the way to and from school?
- encourage students to develop socially and emotionally as well as academically?
- provide opportunities for staff to find out more about students' social and emotional needs and how to meet them?
- encourage students to take responsibility and to support each other?
- communicate with parents and support them with their children's wellbeing and education at home?
- involve organisations or people outside the school, with an interest in the wellbeing of students?

Discussion notes

Thinking of all students and, in particular, those affected by migration,

How does our school find out about students' past and present experiences and share and use this information within the school?

	Strengths	Areas for improvement
Senior leaders		
Staff,		
Students		
Parents/Carers		

How does our school welcome and inform students and their families when they first join us and throughout their time here?

	Strengths	Areas for improvement
Senior leaders		
Staff,		
Students		
Parents/Carers		

How does our school help students to feel safe and happy in school and on the way to and from school?		
	Strengths	Areas for improvement
Senior leaders		
Staff,		
Students		
Parents/Carers		

How does our school encourage students to develop socially and emotionally as well as academically?		
	Strengths	Areas for improvement
Senior leaders		
Staff,		
Students		
Parents/Carers		

How does our school provide opportunities for staff to find out more about students' social and emotional needs and how to meet them?

	Strengths	Areas for improvement
Senior leaders		
Staff,		
Students		
Parents/Carers		

How does our school encourage students to take responsibility and to support each other?		
	Strengths	Areas for improvement
Senior leaders		
Staff,		
Students		
Parents/Carers		

How does our school communicate with parents and support them with their children's wellbeing and education at home?		
	Strengths	Areas for improvement

Senior leaders		
Staff,		
Students		
Parents/Carers		

How does our school involve organisations or people outside the school, with an interest in the wellbeing of students?		
	Strengths	Areas for improvement
Senior leaders		
Staff,		
Students		
Parents/Carers		

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

Name _____ Date _____

Guidance for completing the self-assessment

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

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

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

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

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

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

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

PLEASE KEEP THIS SELF-ASSESSMENT WITH YOU DURING THE WORKSHOPS

School ICAM Leader's initial self-assessment

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

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 school	
Your understanding of the possible effects of their experiences on CAM in your school	
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>	

Targets for development during the workshops

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

your three greatest strengths in relation to these workshops?

1.

2.

3.

the three aspects that you most need to improve?

1.

2.

3.

Please keep this assessment with you during the workshops

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

Workshop Programme

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

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

Day 3	
Session 10	Welcome and sharing of what has been achieved since the first workshop

1 hr 30 mins Learning from implementing the ICAM programme so far	Sharing outcomes of ICAM School Review and proposed action plans Sharing experience of leading the ICAM programme
Tea /coffee break	
Session 11 1 hr 30 mins Key Feature 5 Effective strategies for the induction of new CAM into the school community	Welcoming new students to the school A Key Adult Making assessments
Lunch	
Session 12 1 hr 30 mins Key Feature 7 A formal and informal) Social and Emotional Learning (SEL) curriculum	The skills of SEL The structure and main learning outcomes of an SEL programme The core elements of an SEL programme <ul style="list-style-type: none"> 1. A positive ethos for convivencia 2. Staff modelling 3. A taught SEL curriculum 4. Reinforcing the taught SEL curriculum
Tea /coffee break	
Session 13 1 hr 30 mins Key Feature 8 Additional support for CAM's Social and Emotional Learning and general wellbeing	What schools can do to support CAM's SEL needs The possible effects of migration experiences How do we respond to signs of trauma? Identifying CAM in need of additional support How small group support can meet the additional SEL needs of CAM A model of Small Group Work The tasks involved in setting up and delivering small group work in SEL
30 mins	Review of the day's learning
Overnight task	

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

	<p>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> <p>Arrangements for support visits by ICAM National Facilitators</p>
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Day 1

Session 1	Opening the workshop Starting to build a learning community		
15 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> <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>Formal welcome to the course set it in the context of the whole ICAM project.</p> <p>Introduce yourselves and ask participants to introduce themselves by saying their name, their job, and one thing that they enjoy about their work.</p> <p>Go through the programme for the workshop Days 1 to 4 briefly. Explain that it will cover the 12 features of a school that is well organised for the inclusion of CAM. They are described in Section D of the ICAM Handbook, which they have been given – they were asked to read Sections A-D before coming to the workshop. But ask them to look at Section D now.</p> <p>There will be a break between the first 2 days and second 2 days of the workshop so that participants can reflect on their learning, carry out a School ICAM Review and use the results to draw up an ICAM action plan.</p> <p>The Handbook explains the underlying philosophy and methodology that we will use – it will be a useful source of information and guidance and we will refer to it often. They also have a printout or copy of the PPT slides that we will be using.</p> <p>Check-ins PPT 2 Invite participants to look at the pictures from Resource Sheet 1.1 on their tables and choose the one which best describes how they are feeling at the moment. Then, if they wish, to tell the others in their group:</p> <ul style="list-style-type: none"> • which card they picked • what it represents to them • why they picked it <p>PPT 3 ICAM is about making children feel safe and comfortable so that they can learn. We hope to model an inclusive atmosphere of convivencia in this workshop and will check from time to time so that we can help one another to achieve this.</p> <p>Overall aims for the 4 day workshop</p>	<p>PPTs1 – 4</p> <p>Copy of the workshop programme, the ICAM Handbook and the workshop PowerPoints for each participant.</p> <p>Copy of the cut out pictures from Resource Sheet 1.1 'How am I feeling today?' on each table</p>	

	<p>PPT 4 Introduce the main learning outcomes for the workshop</p> <ul style="list-style-type: none"> • Helping you to gain a full knowledge and understanding of strategies for developing convivencia and the inclusion of CAM in a school • Modelling facilitation styles and techniques that are appropriate for ICAM • Developing your skills so that you are confident leaders for the next steps of the ICAM programme • Providing opportunities for you to practise, and receive feedback on, the skills you need to lead an ICAM programme in school. • Creating a team of National Facilitators and School ICAM Leaders who will form a learning community, supporting each other as they share their experience and good practice and continue to develop their skills. 		
2 mins	<p>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>	Flipchart sheet headed 'Thoughts and Ideas'	
10 mins	<p>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>PPT5 Ask 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: You may need to encourage participants to take time to read the other notes on the chart when they are adding their own. That is why you should ask them to put similar notes on top of each other.</p>	<p>PPT 5</p> <p>2 Flipchart sheets headed 'Expectations' and 'Concerns'.</p> <p>Sticky notes on each table</p>	

	<p>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>		
5 mins	<p>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: PPT6</p> <p>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>Ask 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>PPT 6</p> <p>Flip chart sheet headed 'Our working agreement' and pens</p>	
3 mins	<p>Learning outcomes for Day 1</p> <p>Purpose: To be clear about our purpose for today!</p> <p>Today we will consider what we know about CAM and their possible needs and some of the principles that will determine our approach to meeting those needs.</p> <p>PPT7 The intended learning outcomes for today are</p> <ul style="list-style-type: none"> • Understanding the aims and structure of the workshop 	<p>PPT 7</p>	

	<ul style="list-style-type: none"> • Starting to work together effectively as a group with ownership of the group working expectations • Understanding the current situation regarding CAM in our context • Consideration of the possible long term effects of migration revealed by research into children displaced in World War 2 • Understanding the benefits to learning in general of a focus on social and emotional learning • Defining ‘convivencia’ – living together in harmony’ - and identifying the factors which affect the school’s climate for convivencia and inclusion <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 mins	<p style="text-align: center;">The four stage learning process</p> <p>Purpose: to understand a process that underpins the design of ICAM workshops because it has proved to be most effective in facilitating adult learning. To encourage participants to focus on <u>how</u> they learn as well as <u>what</u> they learn so that can apply these insights in their work as facilitators.</p> <p>PPT8 Explain that, during the workshop, we will focus on learning and will ask participants to reflect not only on what they have learned but also what has helped or hindered their learning so that they can apply any insights they gain to delivering CPD for their colleagues.</p> <p>Activity Ask everyone to stand in a circle and then to think about what helps them to learn in a workshop like this. Take a ball and throw it to one person who must say one thing that helps them to learn. They throw the ball to someone else who says what has helped them and so on until everyone has said what they want to say.</p> <p>Discuss the responses.</p> <p>The four stage learning process</p> <p>Presentation: The facilitation methodology for the ICAM programme is based on current best practice in CPD and research evidence which shows that, unless learning opportunities are active and allow participants to practise and have feedback on that practice, they will have little or no effect on changing what they do.</p>	<p>PPTs 8 -10</p> <p>A ball (a ball of crumpled paper will do)</p>	

	<p>Unless we engage participants in active partnership in learning, it is unlikely that they will change their behaviour.</p> <p>The work of Bruce Joyce and Beverley Showers (1988) – Section B4 of the ICAM Handbook - transformed thinking about CPD. They identified four key components which, when used in combination, have much greater power than when they are used alone.</p> <p>PPT9 These major components of facilitating learning are:</p> <ol style="list-style-type: none"> 1. Presentation - an explanation of knowledge, understanding or skills. 2. Modelling – illustration of knowledge and understanding or demonstration of skills 3. Practice - in simulated or real situations. 4. Coaching - Application in the school - practical assistance with the transfer and application of acquired knowledge, understanding and skills to the workplace. <p>PPT10 shows how the four stage process can be applied</p> <p>For the purposes of CPD for ICAM the important point is that, while learners need presentation and modelling, to know about different approaches and to see how they work, it is essential that they develop their skills by practising these approaches and are helped to analyse the outcomes and reflect on them so that their learning has a positive impact on their future practice.</p> <p>The research evidence is very clear that skill acquisition and the ability to transfer skills to a range of situations requires application of what has been learned in real life situations. This implies paying great attention to the way facilitators are supported after their workshop.</p> <p>In particular, this means giving the opportunity for immediate and sustained practice, collaboration and peer support between participants.</p> <p>Research indicates that, when people go to lectures, which require them only to sit and listen or take notes, only 5% of the information given to them is remembered and acted upon.</p> <p>If the four stage learning methodology is used, which involves modelling and practising what has been learned with feedback to develop it further, then about 75% of the information given is internalised and acted upon.</p>		
5 mins	<p style="text-align: center;">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>Presentation: When introduced to any change, such as a new programme, people will be anxious and unsure. As leaders, it is part of our role to reduce participants' worries and help them to find solutions to</p>	PPTs 11-13	

	<p>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 creating a climate of convivencia and inclusion 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 outlined in Section B3 of the ICAM Handbook</p> <p>PPT11 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>PPT12 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>PPT13 We can use questions which help people to focus on solutions.</p>		
15 mins	<p>Activity: The Miracle Question PPT14 Participants should work in pairs. Ask them to think of a problem that they anticipate in relation to implementing the ICAM programme in their schools and to describe it to a partner. They should make a note of their partner's problem. They have 5 minutes to do this. Tell them when the 5 minutes is up.</p> <p>Explain that one solution focused technique is to imagine what would happen if the problem miraculously disappeared. We already used this technique when we imagine a school with convivencia</p> <p>PPT15 We will use the Miracle Question. While you are sleeping in your bed tonight, a miracle happens and your problem disappears. When you wake up tomorrow morning:</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? 	PPTs 14–15	

	<ul style="list-style-type: none"> • What small signs have you already seen? <p>They have 5 minutes each to question their partner. Tell them when to begin and when each 5 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! But the question helps people think more creatively. It helps them to focus on what they are trying to achieve – the perfect future.</p>		
20 mins	<p>Activity: Scaling PPT16 The Miracle Question helps us to define what we want to achieve. We then have to decide what to do – the first step towards a solution.</p> <p>PPT17 Scaling is a useful technique for this. Participants should work with a different partner. Ask them to think of a problem that they have at the moment. This could be a problem at work or at home. On a scale of 0 -10, how serious is the problem? They should tell their partner the problem and its score. They have 5 minutes.</p> <p>PPT18 They then have 5 minutes each to ask</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 managed to stay off 0? • Why is your score not one less? • What will be different when the score moves towards 10? • Who will notice the difference? • What would need to happen to move up one or two points? <p>Plenary: Ask for any comments or questions. Remind participants that they have used scaling in their initial evaluation of skills and we will use it in daily evaluation sheets during the workshop. Scaling helps us to recognise what we have achieved (How we have managed to stay off 0. Why our score is not one point less) and how to improve in small achievable steps (What would need to happen to move up one or two points. What will be different when the score moves towards 10.)</p>	PPTs 16-18	
5 mins	<p>Other solution focused techniques</p> <p>PPT19 Exception Finding. It is helpful to think of the circumstances in which the problem is reduced or does not occur and then to create those circumstances when possible.</p> <p>PPT 20 Other useful solution focused approaches are:</p>	PPTs 19 – 20	

	<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? • 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>Ask which solution focused approaches might you use if a school principal tells you that, during break times, there is very little integration between the different groups of CAM and other students in the school?</p> <p>Plenary: Ask for any comments or questions.</p>		
	Tea/coffee break		
Session 2	The current situation for children affected by migration (CAM)		
15 mins	<p>Purpose: To build a portrait of the CAM in our schools, their rights, the benefits which their presence brings to schools and the importance of schools in their lives.</p> <p>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>Give out Resource sheet 1 – Introducing CAM and allow participants a few minutes to read it.</p> <p>Facilitation Tip You might suggest that one member of each table group reads it out to the others so that they go through it together.</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>PPT 21 But children have been affected by migration in many different ways, the definition of CAM is very broad.</p> <p>PPT 22 It is therefore essential for ICAM to have a very clear focus, and that focus is on learning. Learning is the business of schools and it is their responsibility to provide conditions which maximise children's capacity to learn. We cannot solve all the problems that CAM face but we can do our best to give them full access to education.</p>	<p>PPTs 21-22</p> <p>Copy of Resource sheet 1.2– 'Introducing CAM' for each participant</p>	

40 mins	<p>The CAM in our schools</p> <p>Purpose: For everyone to have a better understanding of the context in which the group works. To share the profiles of the CAM populations in our different schools and positive steps towards meeting their needs. To share experience and expertise and begin to build a learning community that will continue to cooperate after the workshops.</p> <p>Discussion – Ask participants from each school in turn to describe the population of CAM in their school and any positive points about what they are already doing to include these children that have emerged from the preliminary discussions that they conducted before the workshops. Did any of the outcomes surprise them? If so, why? If not, why not?</p> <p>This is an opportunity for participants to learn from one another. Question the speakers where necessary to clarify their situation but otherwise let them do the talking.</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>	Flip chart and pen	
15 mins	<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>PPT 23 Put a flip chart sheet and pens on each table. Ask each group to make a poster showing the benefits that the inclusion of CAM brings to the school. Display the posters around the room and discuss them with the whole group.</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>PPT 23</p> <p>Flip chart sheet and pens for each table group</p>	
10 mins	<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 24 We have been thinking about the CAM that we know. Ask participants to imagine one of these children in their school. Why is the school important in that child's life?</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>	PPTs 24-26	

	<p>PPT 25 Ask “Is any other organisation outside the home as important in the life of CAM as the school is?”</p> <p>Plenary: Agree that schools are important in the lives of all students but have particular importance in the lives of CAM. Schools are well placed to do much to improve the lives of these children and to influence the attitudes of the local community towards them.</p> <p>PPT 26 We will spend time later in the workshop considering ways of doing this but the PPT lists some suggestions.</p>		
10 mins	<p>The rights of all children and CAM in particular</p> <p>Purpose: To focus on the UN Convention on the Rights of the Child (CRC) which underpins the ICAM programme and how the programme supports the aims of Rights Respecting Schools (RRS)</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 CRC PPT 27 Explain that the CRC is ratified by all countries (except the USA which accepts and has signed it but, because of internal procedural difficulties, has not actually ratified it.)</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 CRC. Draw participant’s attention to Section 1.4 of the ICAM Handbook which explains the articles of most relevance to ICAM.</p>	PPTs 27 – 28	

	UNICEF Rights Respecting Schools PPT 28 The RRS award recognises the achievement of schools in putting the CRC into practice. Involvement in ICAM will support schools in attaining the award and it is recommended that they investigate this. The ICAM Handbook refers to it in a number of sections.		
	Reflection : Ask participants to spend a moment thinking about what they have learned this morning and making any notes that they wish to make Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall		
	Lunch		
Session 3	The long term effects of displacement - children displaced in World War 2		
45 mins	<p>Respond to any comments on the Thoughts and Ideas wall</p> <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 29 Explain that we are going to consider the possible long-term effects of migration experiences.</p> <p>PPT 30 Enormous numbers of children were displaced during World War 2 But the effect on them, and in particular the long term effects of their suffering, were rarely considered.</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 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</p>	PPTs 29 - 42 Copy of Resource sheet 1.3 for each participant	

	<p>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 31 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 32 – 42 A slide show which shows what schools can do to reduce the long-term effects of displacement and illustrates each of the points made in Section C4 of the Handbook. Take time to discuss each of the points with participants as they look at the images.</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>		
Session 4	Attachment theory and the consequences for CAM		
8 mins	<p>Purpose: To understand attachment theory and its possible relevance for CAM</p> <p>Activity: What affects our view of the world ?</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 43 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 our view of the world is formed largely through our early experiences.</p> <p>Our Internal Working Model</p> <p>Give the following examples of how world views can differ:</p> <p>PPT 44 If a child has its needs (for food, warmth, reassurance) met each time it shows that it is distressed, it is likely to grow up believing that it matters, that it is worth looking after, that adults are reliable and can look after it, and that the world is a predictable and safe place.</p> <p>PPT 45 A child whose parents are unable to meet its needs (perhaps because they have mental health</p>	PPTs 43- 47	

	<p>issues or are constantly concerned with survival) learns that it has to rely on itself – adults can't be trusted, and the world is an unsafe and unpredictable place.</p> <p>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'</p> <p>PPT 46 Ask participants how children with positive or negative Internal Working Models 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 47 Explain that there is much evidence that our Internal Working Model, and the early experiences which give rise to it, impact on a range of factors throughout life e.g. our ability to learn, our relationships with others, our need for control and our ability to regulate our emotions and deal with stress.</p>		
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 48 What is the attachment system?</p> <p>Explain: A baby has an innate need to attach to an adult who can meet its needs and ensure its survival – a parallel system exists in the baby's key care-giver, enabling them to respond. Attachment seeking behaviours (crying, smiling etc.) are hard-wired into the baby, and the desire to respond to the baby's needs is hard-wired into the care-giver.</p> <p>The attachment process is designed to result in the baby's survival – it ensures its physical needs are met and keeps the baby safe from danger. Equally importantly however, the attachment system is designed to ensure that the baby receives the nurture and love which will programme its developing brain (which is shaped by experience and only half-formed at birth) to become pro-social and curious, able to manage emotions and control impulses.</p> <p>PPT 49 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>While the Internal Working Model is formed early in life (it is usually thought to be relatively fixed by about 15 months) severe loss and trauma can impact on it at a later stage. Some CAM will have suffered many losses (their home, friends, language etc.) and perhaps been subject to trauma which will contribute to a view of the world which is unsafe and unpredictable.</p> <p>PPT 50 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</p>	<p>PPTs 48 – 53</p> <p>Video of Harlow's monkey</p>	

	<p>(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 51 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 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 52 VIDEO: Harlow's monkeys demonstrating the secure base, attachment and exploratory behaviours.</p> <p>Explain that Harry Harlow, a behavioural scientist working in the 1950s in England demonstrated the attachment / exploratory link with baby monkeys. While the experiments are now considered unethical, the video offers a clear picture of the processes in action.</p> <p>https://www.youtube.com/watch?v=RcHc6K6MjiM</p> <p>PPT 53 In the first few months of life the brain is wiring itself up in response to the environmental conditions with which it has to cope.</p> <p>The impact of poor attachment and trauma is long-lasting, and not 'solved' by the child's move to e.g. a caring foster home, or a 'safe' country. It is important that we recognise this.</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 people can continue to learn new ways of coping and thus change their brain-wiring. It is not easy, and takes a long time, but it is important that educationalists understand that it can be done.</p>		
15 mins	<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>PPTs 54 – 56</p> <p>A copy of Resource Sheet 1.4 for each participant</p>	

	<p>PPT 54: Activity: How might a child's Internal Working Model affect their day at school?</p> <p>Explain that we tend to assume that children will arrive in school with the attributes listed on the left hand side of the slide (the attributes of children with a secure attachment), i.e. that they will:</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 try something new and risk failure <p>we also expect them to:</p> <ul style="list-style-type: none"> • comply with reasonable requests <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 they are reprimanded. <p>For securely attached children the effect of shame or guilt is to motivate them to change their subsequent behaviour.</p> <p>The experience of school for children with a negative Internal Working Model, will be very different.</p> <p>Run briefly through the list of characteristics associated with a negative Internal Working Model.</p> <p>Explain Children without secure attachments already have an overwhelming sense of shame. Therefore shame has a different effect – rather than motivating change it may make them over-react and feel angry.</p> <p>Activity Resource sheet 1.4 Ask half the group to discuss in pairs how a child with a positive Internal Working Model might experience the school day and how they might behave. Ask the other half to consider how a child with a negative Internal Working Model might experience it. Some examples of the sort of everyday events are given on the Resource Sheet but participants can think of their own.</p> <p>PPT 55 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 Internal Working Model come up with any of these behaviours/ characteristics? Have they have taught or known a child who exhibits these behaviours? <p>PPT 56 Understanding the behaviour and learning of children with a negative Internal Working Model</p>		
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	<p>Give participants time to read the slide and discuss briefly in pairs if they believe that these key points are understood within their school. Are all children treated exactly the same for example?</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>		
10 mins	<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 57 The needs of children with attachment difficulties</p> <p>Explain that there are three key needs of students with attachment difficulties which schools will need to consider if inclusion and learning are to be achieved. These three needs relate to the key concepts considered at the beginning of the session. They are:</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 58 What can we do in school? Some strategies</p> <p>Give out Resource Sheet 1.5 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 whole sheet following the session and try out one or more of the strategies with a student in their school.</p>	<p>PPTs 57- 58</p> <p>Copy of Resource Sheets 1.5 for each participant</p>	
2 mins	Plenary	PPT 59	

	<p>PPT 59 Ask participants to think about what they want to remember from this session and share with a partner either:</p> <ul style="list-style-type: none"> • One thing that will make a difference to something they do in school <p>or</p> <ul style="list-style-type: none"> • One strategy they will use to support a student who may have attachment/trauma difficulties. 		
	Tea/coffee break		
Session 5	Understanding whole school development for inclusion of CAM		
20 mins	<p>12 Key Features of whole school development for convivencia and the inclusion of CAM</p> <p>Warm up activity</p> <p>Purpose: to encourage the group to know one another better and to introduce the topic of the session.</p> <p>Find someone who... Give each participant a copy of Resource Sheet 1.6. When told to start, they should move around the room, find people who fulfill the criteria and write the name of the person who fulfills the criterion in the box.</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 that we are now going to consider how to encourage a welcoming, happy, harmonious atmosphere in our schools. The inclusion of CAM relies on a positive atmosphere of convivencia – living together in harmony.</p> <p>Factors affecting the school climate for convivencia</p> <p>Purpose: To help participants understand the factors that affect convivencia by thinking about their schools</p> <p>Activity : PPT 60 Ask participants to use Resource sheet 1.7 to list the factors that influence convivencia</p>	<p>PPT 60</p> <p>A copy of Resource Sheet 1.6 for each participant</p> <p>A copy of Resource Sheet 1.7 for each table group</p>	

	<p>in schools (large legible writing please – we all want to be able to read the lists)</p> <p>Facilitation tip: You may find that many suggestions on the slips will be negative examples of behaviour which destroys 'convivencia'. Discuss why this should be and suggest ways of thinking about more positive influences. Most people think negatively about this issue and ignore the positive factors in the school which are working well. It often pays to build on these positive influences and then see how the negative influences can be turned around. We will return to this method for achieving improvement on frequent occasions in the programme so it is worth raising the issue now;</p> <p>Then ask them to place their sheets in in order of importance and note the order on the top of the sheet. Ask each group the order they have chosen and discuss the reasons</p> <p>Place the sheets on a table or on the floor in 4 groups 'Student Related', 'Adult Related', 'Facilities Related', 'Outside School/Community Related'</p> <p>Ask participants to stand near the sheets so that they can read what others have written. Discuss the results.</p> <p>Plenary: the purpose of this exercise was to give us a deeper understanding of convivencia. Have we achieved it?</p>		
20 mins	<p>What are we doing already to affect convivencia?</p> <p>Purpose: to raise awareness of activity in the school that promotes convivencia</p> <p>Activity: PPT 61 Give each participant a copy of Resource sheet 1.8 They should list on it the activities or systems in their school that support convivencia.</p> <p>Facilitation tip: encourage participants to think widely about what their schools are already doing. Sometimes strengths are not recognised.</p> <p>They should discuss their response with a partner and list any areas that could be improved. (They should keep this list as it will be useful when they come to make an action plan later in the workshop).</p> <p>Plenary: What did they feel about this activity? Are there things their schools are doing to promote convivencia that did not fit the boxes on the sheet? What boxes would they add?</p>	<p>PPT 61</p> <p>A copy of Resource Sheet 1.8 for each participant</p>	
30 mins	<p>The model of a well organised school</p> <p>Purpose: to understand a model on which a school review and action plan can be based.</p> <p>Explain that, in the review and in order to develop an action plan, we need to look at what the school is already doing to promote convivencia and inclusion of CAM and what more it needs to do. Ask participants to look at the model in the ICAM School Handbook Section D.</p> <p>PPT 62 The 12 outcomes described in the model of a school that is successful in promoting convivencia</p>	<p>PPT 62</p> <p>A copy of Resource Sheet 1.9 for each participant</p>	

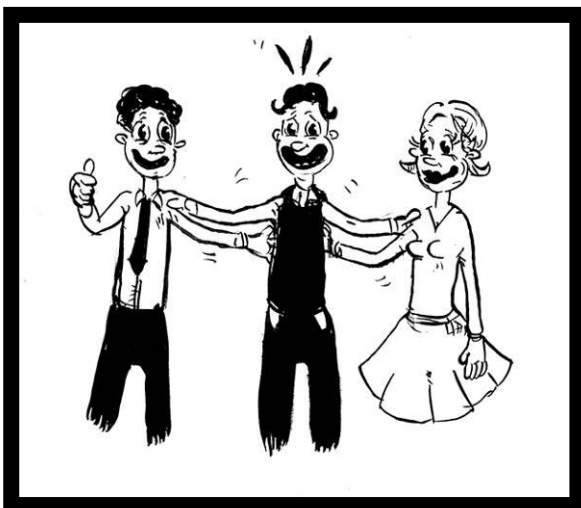
	<p>and the inclusion of CAM</p> <p>Activity: Ask participants to explore this model by completing Resource sheet 1.9 individually.</p> <p>Plenary: Ask for any comments or questions. Explain that we will use this model to structure this workshop – we will work on each of the Key Features in turn- and the ICAM School Review.</p>		
15 mins	<p style="text-align: center;">The importance of Social and emotional Learning (SEL)</p> <p>What gets in the way of learning?</p> <p>Purpose: Energiser. To demonstrate that social and emotional learning underpins all cognitive skills</p> <p>Activity: PPT 63 Participants stand up and work in pairs with someone they have not worked with before. In turn, they ask their partner to solve a mental arithmetic problem. (e.g. $(6 \times 5) + 3 + 9 + 7$).</p> <p>Facilitation tip Rather than using a mathematical problem, participants could ask their partner to undertake a different task e.g. sing a song, recite a poem or explain the meaning of a difficult word. The point is to choose a task that is quite difficult for anyone working in unfamiliar circumstances.</p> <p>PPT 64 Ask the pairs to discuss the feelings they experienced during the task, any strategies they used to manage them and the social skills they used. Explain that it might be easier to talk about the social skills they saw their partner using rather than those they used themselves. Then ask them to sit at their tables again.</p> <p>Ask for a volunteer to act as scribe and record the feelings on the flip chart as participants name them. Try to elicit as broad a range of feelings as possible (some people may have felt panic, while others enjoyed the challenge).</p> <p>Make the point that in a class, pupils will have different responses to the tasks we set.</p> <p>Ask for another volunteer to record social skills on the second chart as participants name the skills they used to manage their feelings e.g. smiling, eye contact, humour.</p> <p>We all employ a range of sophisticated social skills, often without being aware of it. However, many pupils have not yet acquired these skills.</p> <p>Did any of this get in the way of their ability to complete the task?</p> <p>Facilitation Tip: If there is time, you could ask them to consider how they would have felt if we had made it less safe – e.g. shouting at them or telling them we were going to judge them or publically share the results .</p> <p>As adults, we found strategies for managing the feelings we experienced (we didn't, for example, run out of the room, hide under the table or tell the facilitator that 'this is rubbish and I'm not doing it')</p>	<p>PPTs 63 - 69</p> <p>Flip chart and pens</p>	

	<p>Emotions that are not dealt with, you might call it 'emotional static', can get in the way of learning, as can a lack of social skills.</p> <p>PPT 65. If children do not have the social skills to engage with others and the emotional skills necessary to identify their feelings, as well as strategies for managing those feelings, they will not be able to engage with the cognitive task required.</p> <p>It is therefore the job of the school to help children learn these skills as they underpin all cognitive tasks.</p> <p>Facilitation tip If there is time, you can ask participants if they can think of any task in school that doesn't involve some social or emotional skill</p> <p>PPT 66 Social and Emotional Learning (SEL) is a process of acquiring the social and emotional knowledge, understanding and skills which are essential for learning, emotional health and wellbeing, effectiveness, and success in the workplace and in life.</p> <p>Research shows two key things that we need to bear in mind when considering SEL:</p> <ol style="list-style-type: none"> 1. PPT 67 SEL isn't just absorbed – the skills need to be taught in a structured way, just as for reading or maths. The explicit teaching of SEL shows a positive impact: 2. PPT 68 A safe, facilitative environment is necessary for learning SE skills, just as for any other form of learning. <p>Reflection PPT 69 In the session, later in the workshop, on Key Feature 7, you will be looking at HOW we learn, and can best teach the skills of SEL. We will Consider 5 aspects of SEL:</p> <ul style="list-style-type: none"> • self-awareness • managing feelings • motivation • empathy • social skills. <p>Ask participants to discuss with a partner Were you taught SEL when you were at school? Would more explicit teaching have helped you? Ask for any comments.</p>		
5 mins	<p style="text-align: center;">The outcomes of the ICAM approach</p> <p>Purpose: To conclude the day by looking at the overall intentions of the ICAM programme and to draw together the themes that we have addressed today</p> <p>PPT 70 Ask participants to look at the ICAM Handbook Section A which lists the intended outcomes of the ICAM programme. We have already touched on a number of these today and will return to them.</p>	PPT 70	

	<p>Are there areas here which they feel are already strong in their schools and will need little additional attention? Conversely, which of these will be most important for their school?</p> <p>Facilitation tip: These questions are intended to help participants read and understand the PPT. There are no right or wrong answers!</p>		
30 mins	<p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>Circle time - Reflection on learning during Day1 of the workshop</p> <p>Purpose: To encourage a reflective approach to learning and model the use of Circle Time (described in the ICAM National Facilitator Additional Handbook Section 5.3).</p> <p>Ask participants to sit in a circle. Use a 'talking object'. Participants pass it around. Only the person holding it is allowed to speak.</p> <p>PPT 71 Ask participants to think about what we have done today. Ask them to say one thing that they have learned. Ask them to say, if they want to, how they are feeling now. Ask for any other comments.</p> <p>Complete Day 1 Evaluation Sheets Collect them for use in considering anything you should take into account on Day2.</p> <p>Thank everyone for their contribution to the workshop</p>	<p>PPT 71</p> <p>A 'talking object' – e.g. a soft toy, a flower, a stone</p> <p>A copy of the Day 1 Evaluation Sheet for each participant.</p>	
Overnight Task: Read the sections on Key Features 1,2,3 and 4 in the ICAM Handbook			

Resource Sheet 1.1 How am I feeling today?

(Prepare for the activity by cutting out the pictures)



Resource Sheet 1.2

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 \$413 billion 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 1.3

Children displaced 70 years ago in World War 2

At the beginning of the second World War, 1.5 million children in the UK were sent away (evacuated) from their homes in cities that were likely to be bombed to live with strangers in small 'safe' towns and villages.

They travelled with labels showing their own name, their home address and the name of their school.



Many went home after a few weeks but others remained separated from their parents for the whole war. Research (Ref: *Professor Martin Parsons 'I'll take that one'; and 'I'll Take That One Too!'* DSM 2013) shows that the consequences of this displacement were not recognised or treated at the time and had long lasting effects.



Martin Parsons wrote:

'There are people who cannot look forward until they have looked back, and that's very important. Having a wife, children and grandchildren may be wonderful, but it does not take away the pain, it does not fill that enormous loss and void in one's life'

Evacuee Betty Rose said

'Even now, I could cry when I think about it. But why? Because it did not affect me at the time. But looking back it does now. You sort of feel sorry for yourself you know, it was quite a big gap in your life. No, it never really affected me until years and years and years onwards.

An anonymous evacuee said

'What you hope for is not to be treated cruelly and beaten, and made to feel even worse about yourself. Your 'circumstances' are already a deep, dark, mystery, and there is a tremendous guilt that you have done something dreadful to have been rejected by your parents'

Evacuee Jim Bartley said

'All the time I was evacuated I used to tell myself that one day the war would be over and I could go back home. After the war we were living in a different part of London and I made my way back to where I used to live. The whole area had been completely obliterated during the first few days of the blitz and I was quite unable to find the spot where my house once stood. This happened more than 70 years ago. I have lived in many other places. I now have a grown-up family of my own and I am a grandfather. I now have a lovely house, but somehow I'm still waiting to go home!'



An anonymous child of the war explained that

Now 82, he will hide somewhere in his house when friends and family depart. Having had to say so many painful 'goodbye's in the war, he cannot bear to say more.

Another anonymous child of the war explained that

After 15 years of happy marriage she surprised her husband by asking him for a divorce. Having lost many people who were close to her, she simply could not believe that the relationship would last and felt it was best if she took control and ended it. Her husband did not agree and their marriage survived.



Many children lost their childhood because they had to assume adult roles at an early age.

This girl cared for her younger brother and sister when they were evacuated. Throughout their lives, she continued to feel responsible for what happened to them.



Resource sheet 1.4

How might a child's Internal Working Model 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 who has been talking is told to sit at the front of the class
- 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...

Children with a Positive Internal Working Model :

Expect to trust adults

Believe that they are safe

Cope with changes to routine

Are ready to learn because their basic needs are met

Are able to try something new and risk failure

Understand cause and effect and will comply with reasonable requests

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

Children with a Negative Internal Working Model:

Can't trust adults – they are unpredictable

Feel unsafe and are vigilant, constantly scanning the environment for danger

See changes to routine are threats

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

Are not ready to learn

Are unable to take a risk or try something new

See reasonable requests as loss of control

If reprimanded, find the shame overwhelming

Resource Sheet 1.5

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.

Resource Sheet 1.5

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

Resource Sheet 1.5 The Key Adult (continued)

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.

Resource Sheet 1.5

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.

Resource Sheet 1.5

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.

Resource sheet 1.6

Find Someone Who

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

Resource sheet 1.7

Factors that affect convivencia

Order

Student Related

e.g. the way students speak to each other

Resource sheet 1.7

Factors that affect convivencia

Order

Adult Related

e.g. the way staff speak to each other

Resource sheet 1.7

Factors that affect convivencia

Order

Facilities/Buildings Related

e.g. the effect of the width of corridors on the movement of students

Resource sheet 1.7

Factors that affect convivencia

Order

Outside school/Community Related
e.g. behaviour on school buses

Resource sheet 1.8 What is the school currently doing to encourage convivencia?

Activity/system area	Approaches/systems/skills
Response to national requirements, initiatives and programmes	
School policies and class codes of conduct	
Curriculum and teaching styles	
Induction of new students	

Support for individual students	
Physical environment	
Safety and security arrangements	
Staff CPD	

Resource sheet 1.9 Exploring the model of a well organised school

This activity refers to the description in section D of the ICAM Handbook of a school that is successful in including CAM and promoting convivencia.

Answering the following questions may help you explore this model of a successful school

How well does the model describe your school organisation?

Are there aspects of your school organisation that are missing from this model?

Are there aspects of this model that are missing from your school organisation?

What does this tell you about areas of the school organisation that should be reviewed to find out how effective they are in promoting convivencia and the inclusion of CAM?

Day 1 Evaluation Sheet for Participants

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

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

1 2 3 4 5 6 7 8 9 10

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

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

Any other comments you would like to make

Name: _____

Date: _____

Day 2

10 mins	<p>PPT1 Welcome</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> <hr/> <p>Facilitation tip. If there is time, you can repeat this with different volunteers and different rules and topics of conversation.</p> <hr/> <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>PPT2 Learning outcomes for Day 2.</p> <p>Understanding of:</p> <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 • leadership styles and strategies for managing change whilst modelling social and emotional skills 	PPTs 1- 2	
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Session 6	Key Feature 1 - Awareness of the past and present experiences of CAM and their possible effects		
5 mins	<p>PPT3 Explain that we are looking for general principles and strategies for supporting CAM but it is important to see them as individuals with individual stories.</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 to the stories of CAM</p> <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>PPT4 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>	PPTs 3 – 4	
15 mins	<p>Who needs to know the stories of CAM?</p> <p>Purpose: To think about what is done with any information that CAM and their families provide</p> <p>PPT5 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 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, they learn the stories of CAM. In the second they should describe how they communicate them and to whom.</p> <p>Ask two members from each group to move to the next table with their sheet and share and discuss their ideas.</p> <p>Plenary: Discuss the outcomes of this activity. What strengths have participants discovered in their</p>	<p>PPT 5</p> <p>A flip chart sheet and pens for each table</p>	

	schools. Is there anything they would want to improve in this area?		
15 mins	<p>Empathy and a positive attitude towards CAM</p> <p>Purpose: To think about what school do to engender empathy and a positive attitude towards CAM</p> <p>PPT6 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 their 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 they would want to improve in this area?</p>	<p>PPT 6</p> <p>2 flip chart sheets and pens for each table</p>	
20 mins	<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>Ask for, and discuss, any comments</p> <p>Video : Wali's story https://www.theguardian.com/world/2017/mar/01/left-afghanistan-family-of-nine-arrived-uk-family-of-two</p> <p>Note: This video is in English. It shows how migration has affected the child and his father both before and after they sought asylum in a new country. You may wish to use one that is relevant to your context.</p> <p>Explain that all migrant children will have experienced loss – of their familiar home surroundings, cultural environment, belongings, friends and extended family. Some will also have experienced traumatic events pre- trans- or post- migration and have witnessed e.g. war, natural disasters, danger, death, extreme hardship.</p> <p>Many children will find ways of coping with their losses but some will have needs which persist and</p>	<p>Video of effects of migration on a child and its family</p>	

	<p>require additional support.</p> <p>Ask participants to list the losses, traumas and difficulties that Wali has suffered. During and after his journey.</p> <p>Facilitator Tip: If, for any reason, it is not possible to use a video, Wali's story is given in the ICAM Handbook Section 1.1</p>		
20 mins	<p>Understanding the possible effects of trauma</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: PPT7 Define what we mean by a traumatic event</p> <p>PPT8 The after-effects of trauma are disabling</p> <p>PPT9 Traumatic experiences produce high levels of cortisol (the 'fight or flight' chemical) in the brain. Cortisol is necessary to prepare us to deal with threatening situations, its constant production produces a build-up in the brain which can become toxic and lead to the brain functioning less efficiently on a long-term basis.</p> <p>PPT10 Stress that not all CAM will have experienced traumatic events. But some will have done so – some will have done so repeatedly - and the closer they were to the event, the more threatening and disruptive it was for them, the more likely it is that the effects will be long-lasting. They will not magically disappear when the child is in its new safe environment.</p> <p>How do we respond to signs of trauma?</p> <p>Purpose: To build practitioners' confidence in how to respond when children display signs of trauma.</p> <p>PPT11 Activity - How should we respond when a child talks about traumatic events?</p> <p>Give out Resource Sheet 2.1 and ask participants to read it and talk with a partner about whether they, or staff in their school, might find it useful to have similar information available for adults in the school.</p> <p>Further information on supporting CAM who have suffered trauma can be found in the ICAM Handbook Section 8.1.3.</p> <p>PPT12 CAM who have suffered severe trauma may also suffer Post Traumatic Stress Disorder. This requires professional treatment. Possible symptoms include: constant hyperarousal; re-experiencing e.g. intrusive memories or nightmares; and withdrawal, avoidance and numbness</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 13 'Needs of children with attachment/trauma- related difficulties' The needs of children</p>	<p>PPTs 7 -13</p> <p>Copy of Resource Sheet 2.1 for each participant</p>	

	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.		
5 mins	Plenary Ask for, and discuss, any comments		
	Tea/coffee break		
Session 7	Key Feature 2 - Regular school reviews of the school's effectiveness in including CAM		
5 mins	<p>Regular school reviews of the inclusion of CAM and the school's organization for intervention</p> <p>Share and respond to any questions, thoughts or ideas on the Thoughts and Ideas Wall</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>		
15 mins	<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: PPT14 – 15 The improvement cycle shows the processes that we must go through to improve convivencia and inclusion of CAM in school. The process of introducing an ICAM programme raises issues that are common to all school improvement and we hope that this workshop session is useful, not only for this programme but also to help us think about the leadership and management of change in general – the continuous improvement cycle of planning, implementation and review.</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>	PPTs 14 - 22	

	<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>PPT16 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>PPT17 If the review is to be effective, it is important that everyone is committed to it and understands its purpose. It is also essential that the results are useful and are used. It should be simple to do and not too time-consuming. The school should have full control of it, own the results and decide what to do with them</p> <p>PPT 18 The review will explore 12 features for a model school which is successful in creating convivencia and including CAM. Participants These should be familiar to participants so a quick look at the slide is all that is needed</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>PPT19 The outcomes in a school development plan can be turned into statements from which stem questions are derived. These are then used to devise questions that are appropriate for students, teachers, school leaders, parents (known as stakeholders)</p> <p>The process of school review</p> <p>Purpose: to understand how a school review can be organised</p> <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>		
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	<p>PPT 20 Explain that the review that we will examine has two stages. The main stage is totally questionnaire-based and the secondary stage allows the school to confirm or refute findings that might be ambiguous, fragmented or polarised in the questionnaire results.</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 21 It is important that it is seen as a positive process that acknowledges what is already being achieved and that everyone is involved from the outset so that they have a full understanding of the process and what will be done with the results.</p> <p>PPT 22 Stress again the benefits of the review process itself in helping develop convivencia – by raising awareness amongst all stakeholders about the importance of convivencia to all learning.</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>		
30 mins	<p>Implementing the school review</p> <p>Purpose: to understand how a review can be implemented effectively and efficiently</p> <p>Presentation: PPTs 23 - 25 The ICAM School Review is completed on-line. Stakeholders can enter responses to questionnaires directly into the computer database via a computer, a tablet or a smartphone. For places where IT is scarce, or not available, it is easy, though time consuming, to enter results manually on a single computer connected to the internet to generate a database for an analysis of the review results.</p> <p>Activity: PPT 26 In their table groups ask participants to discuss the following 3 questions and write down their ideas.</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. • Announce to students and parents. Explain the process and offer to answer any concerns. 	PPTs 23 -28	

	<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 27 The programme will represent the results graphically e.g. this graph shows the average scores for two questions in each of the twelve areas related to the model school. From this the relative strengths and weaknesses in each of the areas can be identified easily.</p> <p>PPT 28 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>		
20 mins	<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 29 Use the PPT to have a brief discussion about the benefits of the review to convivencia and the opportunity it provides to bring people together with as common purpose and to be considerate about their situation in answering the review questionnaires.</p> <p>PPT 30 Explain the need to prepare well, publicise the school review, involve and reassure stakeholders and consider their needs in order to make the review effective and efficient.</p> <p>PPT 31 - 32 Students are the most important contributors to the review. All the evidence is that students</p>	PPTs 29 -33	

	<p>provide the most valuable data about their own learning. Involving them is at the heart of principles underpinning convivencia.</p> <p>PPT 33 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>		
15 mins	<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 on-line 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	
2 mins	<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>		
3 mins	<p>Communicating the results of the review and 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 34 – 37 A very quick presentation about the key considerations when making an action plan. Give time for participants to read the slides and ask for any comments or questions. We will consider action planning in more detail in the next session.</p> <p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p>	PPTs 34-37	

	Lunch		
Session 8	Key Feature 3 - Effective whole school policies and strategies for the inclusion and support of students		
20 mins	<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 38 “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 39 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> <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>PPT 38 – 39</p> <p>Flip chart sheet for each table</p>	
60 mins	<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</p>	<p>PPT 40</p> <p>A copy of Resource Sheet 2.2 for each participant</p>	

	<p>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>The language needs of CAM will be a particular concern. The school may have a separate language policy or embed language provision in many policies.</p> <p>Activity: PPT 40 Divide the group into three and give everyone a copy of Resource sheet 2.2. They will work together in their groups and use the resource sheet to define the main issues covered by a school policy for inclusion. They will then prepare a 10 minute presentation to explain the important elements of the policy.</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>		
10 mins	<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 41 Divide participants into groups of 3 with a member from each of the three groups – Group 1, Group 2, Group 3, in the previous activity. Ask them to discuss how their school policy on including CAM would be</p> <p>a) communicated to all stakeholders</p> <p>b) monitored</p>	PPT 41	

	Plenary: Ask the group to share any thoughts or ideas arising from this activity		
	Tea/coffee break		
Session 9	Key feature 4 - School leadership for development		
40 mins	<p>Purpose: To consider the qualities that participants need to manage change in their schools for the ICAM programme.</p> <p>A good leader</p> <p>Purpose: A quick warm-up activity 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. Summarise by agreeing that we have begun to define good leadership.</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 42 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>PPTs 42- 44</p> <p>Resource sheet 2.3 – one copy (or two copies if the group is very large)</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> <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 2.3, put a sheet labelled "Coercive" at one end and at the opposite side/end "Coaching". Put the other sheets in order between them on the floor.</p> <p>PPT 43 Ask participants to work in groups of three and to work standing up. They take turns to tell their story – the example of their own leadership behaviour that they thought of. They have no more than two minutes to do this. The other two members of their group listen and then, without speaking, move to the place on the 'line' that they think represents the dominant style being demonstrated in the story. They discuss why they have positioned themselves where they are. (Different people may decide to position themselves at different places. This should lead to analysis and discussion of the styles). When the discussion has reached a conclusion, they move on to the next story and so on until all three people have told their stories.</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 44 Agree that no styles are 'good' or 'bad' they all have their uses. But, to be effective, a leader has to use the style that is appropriate for the situation. Good leaders use a range of styles.</p>		
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	Lead a brief discussion to decide on the styles that will be most appropriate for School ICAM Leaders .		
30 mins	<p>Distributed leadership and the qualities of a good leader and manager of an ICAM programme</p> <p>Purpose: to help participants to identify the skills that they will need to lead the improvement of convivencia and inclusion and to make it clear that people other than the school principal can take the leadership role.</p> <p>Emphasise the fact that, although the involvement and commitment of the school principal is essential, there will be other people who will take important leadership roles in the development of an ICAM programme .</p> <p>We are going to consider the qualities needed to lead and manage an ICAM programmes. Explain what we mean by 'quality' it includes skills, competencies, attributes. During the warm-up activity we discussed some of these qualities.</p> <p>Activity: PPT 45 Ask participants, In pairs, to write down the qualities – as many as they can think of – of a good leader and manager (Ask them to be specific e.g. Interpersonal skills are certainly necessary but this is a general term. If someone was told that they should improve their interpersonal skills, how would they know what to do? They would need to know the specific skills that make up interpersonal skills e.g. being a good listener)</p> <p>PPT 46 They should then think which of those qualities is most important for leading and managing an ICAM programme.</p> <p>PPT 47 Give each table a flip chart sheet and pen and ask them to agree and list the ten most important qualities of a good leader of an ICAM programme</p> <p>Put the flipcharts up on the wall and ask everyone to walk round and compare the lists. It is unlikely that they will be identical. Ask participants to think, as they look at the other sheets, whether there anything they would now want to change on their lists</p> <p>Plenary: PPT 48 Agree that, by sharing their ideas, they have collected an impressive list of qualities. One could argue for a long time about which are the most important ones. But effective leaders need more than ten. It is unlikely that one person will have them all. This is one of the reasons that sharing the leadership and management of an ICAM programme is effective.</p> <p>Facilitation tip: There is no right answer to this exercise. The point of it is to make participants think about the qualities a leader and manager of an ICAM programme needs. Sharing their ideas with an increasingly large number of people helps them to broaden their thinking.</p> <p>Now reflect on this activity</p> <p>We have used a variety of leadership skills this morning.</p>	<p>PPTs 45 - 49</p> <p>Flipchart and pens for each table</p>	

	<p>PPT 49 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>		
20 mins	<p>Leading and managing change Explain that there is a large body of research and advice about leading and managing a change such as the development of an ICAM programme. Sections 4.3 – 4.4 of the ICAM Handbook suggest ways of motivating others and overcoming resistance to change whilst modelling good social and emotional skills and promoting convivencia.</p> <p>PPT 50 When faced with change, people's reactions usually follow the transition curve, going through stages of shock, denial, awareness, acceptance, experimentation, searching for meaning integration. Ask participants to think of a change that they have experienced – a change that they resisted at first but then accepted and implemented successfully. Do they recognise these stages?</p> <p>PPT 51 What helped them to overcome shock and denial, move to awareness and acceptance and then experiment, search for meaning and integrate the change? They should discuss this and then each group must tell us one thing that leaders can do to move others along the curve.</p> <p>Plenary: Ask participants to spend a few minutes reflecting on what they have learned this afternoon and making any notes they wish to make.</p>	PPTs 50 - 51	
30 mins	<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 52 – Intended learning outcomes for Day 2. Ask participants to think about what we have done today. Ask them to say one thing that they have learned. Ask them to say, if they want to, how they are feeling now. Ask for any other comments.</p> <p>Complete Day 2 Evaluation Sheets collect them and use the feedback when planning Days 3 and 4</p> <p>School Review Discuss arrangements for completing the ICAM school review – Communication, use of the website and helpline</p>	<p>PPT 52</p> <p>A 'talking object'</p> <p>A copy of Day 2 Evaluation Sheet for each participant.</p>	

	<p>Ask participants to read the ICAM Handbook sections on Key Features 5,7 and 8 before Day 3 of the workshop</p> <p>Thank everyone for their contribution to the workshop</p> <p>Note: Keep the Expectations and Concerns, Thoughts and Ideas and Group Rules sheets for Days 3 and 4</p>		
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Before Day 3 - School leaders carry out the ICAM school review in their schools and develop an action plan

Resource Sheet 2.1 Responding to children talking about trauma

1. Should I talk about the traumatic event?

Do not deliberately seek to provoke memories of difficult events in the child's life, but do not be afraid to talk about the traumatic event when it is brought up by the child, using age appropriate language and explanations. Children do not benefit from 'not thinking about it' or 'putting it out of their minds.' A good rule of thumb is to let the child guide when you talk about it. If the child doesn't ask about or mention it, don't bring it up on your own, but when the child brings it up or seems to be thinking about it (see below), don't avoid discussion.

When a child does bring up the subject, the most important thing to remember is to act as a 'non-anxious presence in the face of trauma' – if a child senses that adults are upset about the event it makes it more scary and he or she will not refer to it again. Listen to the child, answer questions, and provide comfort and support. We often have no adequate explanations about senseless death or traumatic events. It is just fine to tell children that you do not know why something happened or that you get confused and upset by it, too. In the end, listening and comforting a child without avoiding or over-reacting will have long-lasting positive effects on the child's ability to cope with trauma.

The 'normalisation' of emotions is useful. To explain that their feelings and responses are common and understandable given their experiences can be enormously helpful to children who are suffering the effects of trauma. With older children it can be helpful to explain the typical effects of trauma and offer a simple 'science-based' explanation.

2. How should I respond to what children say?

Be aware that memories will be fragmented and may be contradictory. When processing information under conditions of trauma, the brain is not capable of taking in all details – these may be filled in afterwards and children show evidence of 'time-skew' – a mis-sequencing of events when recalling the behaviour¹. The importance of 'accepting' and believing children's stories has previously been emphasised in this handbook (see section X) and at all times remember that the aim is to help the child process the memory, not to establish an 'objective truth'. Accept inconsistencies.

However, young children often make false assumptions about the causes of major events, and in these circumstances it is important to challenge the child's thinking. Unfortunately these assumptions may include some sense that they were at fault for the event -- including the death of a loved one. Adults often assume that causality is clear -- dying in a car accident, being shot in a drive-by shooting, dying in a fire. The child may very easily distort an event and make the wrong conclusions about causality. 'The person that shot my brother was shooting at me and hit my brother because he was in my room'. 'The tornado was God's way of punishing my family'. In many of these distorted explanations, children assume some degree of responsibility for the traumatic event. This can lead to very destructive and inappropriate feelings of guilt.

Be clear. Explore the child's evolving sense of causality. Correct and clarify as you see false reasoning develop. Over time, the ability of the child to cope is related to the ability of the child to understand.

While some elements of trauma seem beyond understanding, this can be explained to a child -- some things we don't know. Don't let the child develop a sense that there is a secret about the event -- this can be very destructive. Let the child know that adults cannot and will not understand some things either.

In most cases, the child's fears and fantasies are much more frightening and disturbing than the truth. Tell the child the truth, even when it is emotionally difficult. If you don't know the answer yourself, tell the child. Honesty and openness will help the child develop trust.

3. Protect the child.

Do not hesitate to cut short or stop activities that are upsetting or re-traumatizing for the child. If you observe increased symptoms in a child that occur in a certain situation or following exposure to certain topics, activities and so forth, avoid these activities. Try to restructure or limit activities that cause escalation of symptoms in the child.

Resource sheet 2.2

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?

<p>What support and CPD is available to help staff support and include all students in the school?</p>
<p>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?</p>
<p>How are staff, parents/carers and students involved and consulted when the policy is formulated or revised?</p>
<p>What resources does the school invest in creating convivencia and supporting inclusion?</p>
<p>How is the policy monitored and reviewed? How will the school know that it is effective?</p>

Resource sheet 2.3 - Leadership Styles

Coercive

Authoritative

Affiliative

Democratic

Pace-setting

Coaching

Day 2 Evaluation Sheet for Participants

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

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

1 2 3 4 5 6 7 8 9 10

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

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

Any other comments you would like to make

Name: _____ Date: _____

Day 3

20 mins	<p style="text-align: center;">Welcome and sharing of what has been achieved since the first workshop</p> <p>PPT1 Welcome</p> <p>Purpose: to welcome participants back to the workshop, to reflect on what we have learned together and to remind them of how our group works</p> <p>Circle Time: Ask everyone to think of a nickname for themselves beginning with the same letter as their name and showing something special about the person, or something they like. One person introduces themselves to the group “Hello, I’m Footballing Fred”. The next person says “Hello Footballing Fred, I’m Cooking Chris” The next person says “Hello Footballing Fred and Cooking Chris, I’m Dancing Donna” and so on round the circle. If someone forgets a person’s name, ask the person to mime their nick-name and then allow others to call out to help the person.</p> <p>Ask everyone to think back to our first workshop. Is there anything that they took away from that experience that has been helpful to them in their work since then? Share ideas.</p> <p>Outline of the days 3 and 4 Go through the programme</p> <p>Remind participants of:</p> <p>The Thoughts and Ideas wall</p> <p>Check-ins and how we will use them to support learning</p> <p>Our working agreement</p> <p>Their original self - assessment of prior knowledge and skills and their expectations of the workshops.</p> <p>Learning outcomes for Day 3 PPT 2</p> <ul style="list-style-type: none"> • Learning from one another’s experience of applying the ICAM school review and constructing an action plan • Consideration of the experience to date of leading ICAM in school and any leadership skills to be developed further • Understanding of the needs of CAM when they first arrive in school and ways of meeting those needs 	<p>PPT 1- 2</p> <p>Participants should have the programme for days 3 and 4</p> <p>Flip chart sheets headed ‘Thoughts and Ideas’, ‘Expectations and Concerns’ and ‘Our Working Agreement’ from Days 1 and 2. Display them on the wall</p>	
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	<ul style="list-style-type: none"> • Understanding of SEL and how social and emotional skills can be both learned and assimilated by students through the structured and unstructured curriculum • Understanding of ways of the possible additional SEL needs of CAM and ways of meeting them <p>Ask participants to look at these. We have already worked on the first two. Of the other three is there one that they think they might find most useful?</p>		
Session 10	Learning from implementing the ICAM programme so far		
65 mins	<p>Purpose: This session is an opportunity for participants to learn from one another as they share experiences of :</p> <ol style="list-style-type: none"> 1. implementing the ICAM School Review and the analysing the results 2. creating school action plans and proposals for achieving the outcomes desired 3. using skills to implement the programme – including leadership skills <p>Allow about 20 minutes for each topic. Seat participants so that they can all see and hear one another – possibly in a circle.</p> <p>Lead the discussion by questioning e.g. you could ask:</p> <p>Implementing the ICAM School Review</p> <ul style="list-style-type: none"> • What went well? What benefits did you see in doing the review? • What could have been better? What would you change if you did the review again? • Did the review confirm your view of convivencia and inclusion in your school? If so how? • Were there any surprises. If so, why? <p>Action planning following the review</p> <ul style="list-style-type: none"> • How did you use the review to inform the action plan? • How do the priorities in the action plan fit with the priorities in your overall school improvement plan? • What would you say was the most urgent or important outcome you would like to see from your action plan? <p>Using skills to implement the programme</p> <ul style="list-style-type: none"> • Which leadership skills do you think you have used and why? • What went well – which skills did you use to good effect? • Which skills do you want to develop further? Why? • How might you find help in developing them? 		

5 mins	Plenary Ask participants to reflect on the discussion we have had and note anything they want to remember.		
Tea/coffee break			
Session 11	Key Feature 5 - Effective strategies for the induction of new CAM into the school community		
10 mins	<p>Warm up activity</p> <p>Purpose: Energiser. To think about the assumptions we make about people we meet, the assumptions we might make about CAM.</p> <p>PPT 3 Explain that we are going to see how easily we guess things about someone we don't know very well. Ask participants to write down two things about themselves, things they have done or things they like to do, things that another person might not guess. Then to add something that is possible but untrue.</p> <p>PPT 4 Then ask them to stand up and find a partner who does not know them. In turn they should share the three 'facts' about themselves in any order and their partner should guess which statement is false.</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>	PPTs 3- 4	
30 mins	<p>Welcoming new students to the school</p> <p>Draw participants' attention to Key Feature 5 in the ICAM Handbook</p> <p>Explain that one of the fundamental rights in the UN Convention on the Rights of the Child (CRC) is the right to education. Schools exist to fulfil that right. But, in welcoming CAM, Rights Respecting Schools can also fulfil the underlying principle of CRC – that everything should be done in the best interests of the child. – if they are aware of the child's situation, make good assessments of the child's previous attainment and current needs, and do their best to make arrangements to meet those needs.</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>PPT 5</p> <p>Flip chart sheets and pens for each of 4 groups</p>	

	<p>Activity PPT 5 Divide the group into 4 – people from the same school should be in different groups. Give each group a flip chart and pens. Each group has a different task.</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 1,2 etc..</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 1,2 etc</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>		
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 6 Ask participants to discuss in their table groups "If I were the parent of three new CAM in your school, how would I know who to contact to give or receive information or help? How many people would I need to know? Is there a key contact person?" Allow 5 minutes for the discussion.</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: PPT 7 Ask them to work with the colleague from their school to write a brief job description and person specification for a Key Adult for CAM and their families.</p>	<p>PPTs 6- 7</p> <p>Flip chart and pens for each table</p>	

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

	<p>PPT 10 What do we want children to be able to do as adults? Ask participants to read this quote and comment. Is there anything else that should be included? Anything that shouldn't be on there?</p>		
	<p>Facilitator Tip: You might ask participants how well they are able to do these things, and draw attention to the fact that few adults have ever explicitly learnt these skills as they were not taught in schools.</p>		
	<p>For schools the impact on academic achievement is an important driver</p> <p>In addition to academic achievement, SEL can impact on many issues that affect young people. Research about children's well-being and mental health needs underlines the intrinsic value of fostering SEL.</p> <p>PPT 11 The benefits of SEL for CAM Explain that for CAM there are a number of specific benefits in addition to this. (Reference: ICAM Handbook: Section C.7) They can be summarised as:</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 social inclusion and support the development of good relationships between children. 2. SEL involves interactive, non-language-based activities which require children to work together in motivating ways. Often the explicit outcome of such activities is class cohesion and the development of good social and group-working relationships. 3. All children benefit from the development of their ability to recognise and manage their emotions, but some CAM may have additional SEL needs due to their pre-, trans- or post-migration experiences. Good SEL provision will provide small group and individual opportunities to develop and practise social and emotional skills in a safe, nurturing environment. <p>PPT 12 As we have already stressed, children need to feel happy and secure if they are to learn well</p>		
15 mins	<p>The skills of SEL</p> <p>Purpose: For participants to be familiar with the 5 domains of SEL and some of the sub-skills within these.</p> <p>PPT 13 The 5 categories of skills that SEL aims to develop (Goleman)</p> <p>Explain that SEL covers a wide range of skills and we will need a framework for defining them and Daniel Goleman provided one such framework by defining five aspects of social and emotional learning.</p> <p>Invite participants to list some of the skills that might fall within these broad categories, or supply examples yourself from the list below:</p> <p>Self-awareness + self-valuing</p>	<p>PPT 13 – 14</p> <p>Copy of Resource Sheet 3.1 for each participant</p>	

	<ul style="list-style-type: none"> • Knowing what we are good at, and what we need to get better at. • Knowing how we learn • Feeling good about ourselves, despite our weaknesses <p>Managing feelings</p> <ul style="list-style-type: none"> • Recognising, labelling and dealing with e.g. anger, excitement, disappointment, frustration <p>Motivation</p> <ul style="list-style-type: none"> • Goal setting and achieving • Persistence and resilience • Responsibility and autonomy <p>Empathy</p> <ul style="list-style-type: none"> • Seeing things from another person's perspective • Understanding others' feelings, thoughts and behaviours <p>Social skills</p> <ul style="list-style-type: none"> • Getting on with others in a group • Communication (verbal and non-verbal) • Assertiveness • Problem-solving + conflict management <p>PPT 14 Activity: What skills does SEL aim to develop?</p> <p>Remind participants of the activity they completed in the previous session when they worked in 4 groups to consider what CAM and their families need when they join a new school and the list of social and emotional challenges that we have just compiled.</p> <p>Give out Resource Sheet 3.1 SEL skills and ask participants, in pairs, to tick the skills on the given list that they used in the activity and then assign the abilities to each of the 5 Goleman domains of SEL.</p> <p>Explain that, while in real life our responses draw on all 5 domains, we need to have clarity about WHAT we want children to learn, and that therefore a framework and a list of Learning Outcomes is essential for planning and delivering learning in this area (just as it is for maths or science).</p>		
5 mins	<p>The core elements of an effective SEL programme</p> <p>Purpose: To introduce the 4 core elements of an effective SEL programme</p>	PPT 15-16	

	<p>Presentation: PPT 15 Introduce the 4 core elements of an effective SEL programme</p> <ul style="list-style-type: none"> • A positive ethos of convivencia • Staff who have good SEL skills and who model the skills for young people • A structured curriculum to teach the skills • The reinforcement and celebration of the skills in every curriculum area <p>Explain that, as well as teaching a structured SEL curriculum, it is essential to create an ethos for SEL and convivencia, to model social and emotional skills and to reinforce them in all lessons. The ethos and the way staff behave underpin the more explicitly taught aspects of SEL.</p> <p>Ensure that participants understand that the structured curriculum to teach the skills is an Entitlement Curriculum for ALL students, not just for those with 'problems'.</p> <p>PPT 16 Explain that an effective programme cannot be 'bolted on', and depends not just on what is taught (the explicit curriculum) but the underpinning elements. The effective teaching of SEL (the taught programme) has to rest on the foundations below it, like an iceberg.</p> <p>Explain that we will look at the four core elements in turn.</p>		
20 mins	<p>Core Element 1: A positive ethos of convivencia</p> <p>Purpose; To consider the factors that create a positive ethos and how they can be strengthened</p> <p>Presentation: PPT 17 Remind participants that we have already considered the factors that affect a climate of convivencia and what schools are already doing to create it.</p> <p>Explain that ethos is hard to define (and will be impacted on by all the factors they have considered in relation to convivencia) but the external signs include:</p> <ul style="list-style-type: none"> - Relationships (adult-adult, student-student as well as adult-student) - Language (the ways in which people speak to one another) - Environment (not just the physical environment but also the emotional and social environment) <p>PPT 18 Relationships Emphasise the importance of teacher-student relationship to learning outcomes.</p> <p>Make the point that, for CAM, the quality of peer-peer relationships in class will be a significant factor in their inclusion.</p> <p>Explain that within an SEL programme, teachers are expected to support students actively in building relationships with each other as, if it is left to chance, children who are perceived as 'different' are likely to be isolated and rejected.</p> <p>PPT 19 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>PPT 17 – 21</p> <p>Before the session, choose one participant and warn them that you will reprimand them during the session. Ask them not to warn anyone else that this will happen.</p>	

	<p>Designate one part of the room as 'January 1st' and ask them to form a line with those with birthdays closest to 'December 31st' at the opposite end.</p> <p>(They might show the month and date on their fingers or write down their birthdate).</p> <p>Time them and, when they are finished, tell them how long it took. 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>Facilitator Tip: If there is time, ask each person to turn to the person next to them and tell them one interesting thing about themselves (give examples such as 'someone famous you have met', 'something you have done', 'something you know a lot about or have won an award for'). Ask for volunteers to share their partner's 'interesting fact'.</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. Many of these do not demand fluency in the home language and thus provide useful ways of including CAM.</p> <p>PPT 20 Language You can demonstrate the impact of language on classroom ethos by appearing to be angry with a pre-warned colleague – saying something like: 'Excuse me, you don't seem to be focusing on what we are doing. Why are you not paying attention?' and using aggressive body language and tone.</p> <p>When you have done so, explain that the comment was a 'set-up' and ask people how it would impact on the person's feelings about being in the classroom and ability to learn in the minutes afterwards. Ask them how it might impact on the feelings of safety of other people in the room.</p> <p>Explain that in an emotionally facilitative environment, we need to demonstrate valuing and respect, and we do this through ensuring that the words we use, our body language and our tone of voice always maintain the self-esteem of others.</p> <p>The language we use and the way we speak to students have a big impact on relationships. They can also have a negative impact on students' ability to pay attention, take in information and function cognitively, thereby preventing them from learning. The emotional aftermath of dealing with the feelings elicited can override their ability to learn for some time afterwards.</p> <p>Facilitator Tip: You may like to share with participants that the way that adults often speak to students is only experienced in two other contexts. You can ask them to guess what they are. They are: the armed forces and prisons!</p> <p>PPT 21 Environment Explain that the physical environment is important but the social and emotional environments are important too. The physical environment can influence the social and emotional environments by showing how schools value students as individuals and their emotional health and well-being.</p>		
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	<p>Activity: Ask participants to work in table groups .If a visitor walked into their school, what would they see and hear that would explain the ethos of the school to them? Ask for a volunteer to collect ideas from the whole group on a flip chart and ask which of them might be particularly helpful for CAM and their families arriving and trying to make sense of this new environment. Will they see that they are welcome?</p>		
10 mins	<p>Core Element 2: Staff modelling</p> <p>Purpose: to reinforce the fact that much SEL is not taught explicitly but is gained by experience and to consider how staff modelling and emotional health and wellbeing can be promoted.</p> <p>Presentation: Video Show the video ‘Children See. Children Do’(2 ½ minutes) https://www.youtube.com/watch?v=5JrtpCM4yMM</p> <p>Ask participants what they think the key message for schools and teachers is? (The video graphically displays children copying what they see): They ‘do as we do, not as we say’.</p> <p>PPT 22 Children copy adult behaviour</p> <p>PPT 23 Explain that staff should model the skills and behaviours that they want students to develop. Staff will provide, for some students, the only models of emotionally literate behaviour that they will see.</p> <p>‘Modelling’ doesn’t mean always behaving in a perfect way – it might mean apologising when we have done something wrong, acknowledging our own strengths and areas for development, or explaining that we can feel ourselves becoming angry and voicing our strategies for dealing with that.</p> <p>PPT 24 Explain that the strategies listed are from a primary SEL Curriculum – the skills that primary students are taught in order to manage anger.</p> <p>Activity Ask participants to discuss in pairs if they can think of a time when they, or a colleague they have seen, did or did not model the skills we promote. What was the outcome?</p> <p>PPT 25 The importance of staff Emotional Health and Wellbeing Explain: Staff are unlikely to model positive social and emotional skills if their own emotional health and wellbeing at work is neglected, or if they have no CPD.</p> <p>What do they believe the significance of the picture is? Many will be familiar with the instruction when travelling on a plane to put their own oxygen mask on before helping others, the key message being that we cannot look after others if we are not in good shape ourselves!</p> <p>Staff wellbeing has been demonstrated in the research to directly impact on student’s achievement.</p> <p>This area is considered further in Key Feature 9.</p>	<p>PPT 22 – 25</p> <p>Computer with access to the internet attached to the projector</p>	
15 mins	<p>Core Element 3: A taught SEL curriculum</p>	PPT 26 -28	

	<p>Purpose: For participants to understand the key features of an effective taught SEL curriculum</p> <p>PPT 26 Remind participants that they will have seen a sample SEL programme in the ICAM Handbook Section 7.2.3</p> <p>Go through the list on the slide, drawing attention to the words in bold below which are the main characteristics of an effective programme.</p> <p>Quality systematic learning for all children as an ‘entitlement curriculum’ for all. This should include</p> <ul style="list-style-type: none"> • a structured and progressive framework • class-based quality teaching to all children from when they start school to when they complete their schooling. • clear learning outcomes • structured experiential and active curriculum work for each age range which builds upon the work completed before. <p>Durlak et al suggest that the activities should be: ‘SAFE’: Sequential, Active, Focused and Explicit.</p> <p>PPT 27 A continuum of provision, Explain that another key success factor for an explicit curriculum is that it should provide a continuum of provision. This slide shows how such a continuum might be organised within a whole school framework.</p> <p>It is important that participants understand that the initial taught programme is designed for all students (not just those with particular difficulties or additional needs). The further support is additional (not replacement) to the curriculum being offered to all students.</p> <p>The additional support is covered in Key Feature 8.</p> <p>PPT 28 Discussion: Considerations for School Leaders</p> <p>Ask participants to discuss one or two of the issues listed on the slide in pairs or small groups. Explain that some of the elements will be explored further in later sessions. This brief discussion will represent their first thoughts.</p> <ul style="list-style-type: none"> • Do we put the same thought into providing a structured and progressive curriculum for SEL as we do for maths and science? • Do we provide it for ALL students? • Do we provide a continuum of provision? • What programmes do we/might we use? • What CPD do teachers need to deliver such a curriculum? 		
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	<ul style="list-style-type: none"> • How might families be involved? <p>Leaders might like to consider these questions with management teams when back in their schools, and refer to the information in the ICAM Handbook for further information.</p>		
15 mins	<p>Core Element 4: Reinforcing the taught SEL curriculum.</p> <p>Purpose: For participants to understand the importance of reinforcing SEL learning outcomes across the school day.</p> <p>Presentation: PPT 29 After a lesson on healthy eating, someone might be able to tell you what they <i>should</i> eat. But all the research suggests that this does not necessarily impact on behaviour. In SEL, cognitively 'knowing' is not enough - we need to put the knowledge into practice for it to be useful. Many repetitions are needed of any behaviour before it becomes habitual.</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. We need many repetitions to form a new habit.</p> <p>PPT 30 The aim of SEL is not that students know, for example, that, when angry, counting to 10 can calm you down, but that they actually do it in situations in which they are angry. For behaviour change to come about, there have to be four elements :</p> <ol style="list-style-type: none"> a) Knowledge b) Skill c) Attitude and motivation d) Practice <p>You might compare this to learning to drive, to type, to playing a musical instrument - activities in which practice is the key element.</p> <p>Ask participants to share ideas about how a school might reinforce the learning outcome shown across the school day. You only need to gather three or four examples. You might add (if these ideas are not suggested by participants)</p> <ul style="list-style-type: none"> • Noticing when students demonstrate these skills or attributes – and praising them and celebrating their achievements in class or school assemblies. • Posters around the school to remind everyone of SEL skills • Adults reminding children whenever possible of the skills they have learnt in explicit SEL sessions Appropriate opportunities occur in all subject areas – dealing with frustration in maths, disappointment in a sport, the need for group cooperation in a history lesson task etc. 	<p>PPT 29 -30</p> <p>Copy of Resource Sheet 3.2 for each participant</p> <p>2 or 3 gold stars (optional!)</p>	

	<p>Facilitator Tip: You can demonstrate the power of reinforcement through acknowledgement by randomly giving out two or three gold stars to group members, explaining why you are giving them to them (i.e. choosing a pro-social skill they have demonstrated in the group e.g. 'I noticed that you made X feel really supported when you said.... and so I am giving you this star'.</p>		
	<p>Activity: The Group Checklist (3 mins)</p> <p>Give out Resource Sheet 3.2 'Group Checklist' and ask participants to spend one minute completing it individually and then to spend 2 minutes comparing their own responses to those of others in the group.</p> <p>Explain that this exercise provides extremely useful reinforcement of learning about working in groups which can be used following a group activity in any subject lesson.</p>		
5 mins	<p>PPT 31 Plenary Encourage participants, in table groups, to reflect on the session and to address the key questions:</p> <ul style="list-style-type: none"> • Which of the four areas of an effective SEL programme are already strong in your school? Which need developing? • What next steps might you take to develop a whole school programme of SEL in your school or adapt the programme you use already? 	PPT 31	
	Tea / Coffee Break		
Session13	Key Feature 8. Additional support for CAM's Social and Emotional Learning and general wellbeing		
20 mins	<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 32 - 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.</p> <p>Activity - What do we already do to support CAM with additional SEL needs?</p>	<p>PPT 32</p> <p>6 Flip charts each headed with one of the needs listed on PPT 32</p>	

	<p>Remind participants of the Resource Sheet 1.5 from the session on Day 1 - Strategies for working with CAM with attachment difficulties. They might like to have this to hand to refer to as a check-list.</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. Being in control of what happens to them <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. 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>		
10 mins	<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 33 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 	PPTs 33-35	

	<ul style="list-style-type: none"> • 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 34 Remind participants of the key features of trauma listed on the ppt. seen on Day 2</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>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. The stories will give a clue as to whether a child may be likely to suffer trauma (although the extent to which a person is affected by any given experience depends on many factors – not all will react in the same way and so we need to be sure that we treat each child as an individual).</p> <p>PPT 35 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-</p>		
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	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.		
5 mins	<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 36 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>	PPT 36	
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 37 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 38 What are the benefits of small group work in SEL for CAM?</p> <p>PPT 39 Link the benefits to the needs of CAM that we previously identified.</p>	PPTs 38 - 40	
25 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 40 – 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</p>	PPT 41	

	<p>are opportunities for individual reflection. How does this model compare with that for any other small group work in participants' schools?</p> <p>PPT 41 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>		
15 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>PPT 42 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, implementing and reviewing.</p> <p>Some of the tasks are listed on the PPT.</p> <p>PPT 43 Activity: Planning for small group SEL work</p> <p>Give out Resource Sheet 3.3 and ask participants to consider which of the questions are relevant to their own context. Acknowledge that schools will be in very different situations, with some providing group work opportunities already that can be easily adapted, and others with no current provision.</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>Ask them to talk to a partner and list three next steps to implement or adapt small group SEL provision within their context.</p>	<p>PPTs 42 - 43</p> <p>A copy of Resource Sheet 3.3 for each participant</p>	
10 mins	<p>PPT 44 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>	PPT 44 - 45	

	<p>PPT 45 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>Ask for any comments on what we have discussed.</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>		
30 mins	<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>Purpose: To encourage a reflective approach to learning</p> <p>PPT 46 – Intended learning outcomes for Day 3. Ask participants to think about what we have done today. Ask them to say one thing that they have learned. Ask them to say, if they want to, how they are feeling now. Ask for any other comments.</p> <p>Complete Day 3 Evaluation Sheets Collect them and use the responses to plan Day 4</p> <p>Thank everyone for their contribution to the workshop</p>	<p>PPT 46</p> <p>Copy of Day 3 Evaluation Sheet for each participant</p>	
Overnight task - Read the sections on Key Features 6,9,10,11 and 12 in the ICAM Handbook			






















<p>I can understand another person's point of view and understand how they might be feeling</p>	Self-awareness and self-valuing
<p>I can tell you some things that I am good at and some that I am not so good at.</p>	
<p>I can work well in a group, cooperating with others to achieve a joint outcome</p>	Managing feelings
<p>I can recognize the feelings of others</p>	
<p>I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.</p>	
<p>I have a range of strategies for managing my worries and other uncomfortable feelings</p>	Motivation
<p>I can identify, recognize a range of feelings when I experience them.</p>	
<p>I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time.</p>	Empathy
<p>I can adapt the way I express my feelings to suit particular situations or people</p>	
<p>I can calm myself down when I need to</p>	
<p>I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people</p>	Social skills
<p>I can be supportive to others and try to help them when they want it</p>	

Resource sheet 3.2

Working together review

Think about how we have worked as a group in this session

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

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

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 and the core activity for each week ?
- 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 3 Evaluation Sheet for Participants

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

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

1 2 3 4 5 6 7 8 9 10

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

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

Any other comments you would like to make

Name: _____ Date: _____

Day 4

10 mins	<p>PPT 1 Welcome</p> <p>Warm up activity - Musical chairs This is a quick warm-up activity of no more than 5 minutes. Arrange chairs in two rows back to back –the number of chairs is one less than the number of participants. Ask participants to stand in a circle round the chairs. When the music starts they must move round the circle. When the music stops they must sit down. The person without a chair must go out of the room and wait outside the door. Remove one chair and repeat the process until there are 4 or 5 people outside the room.</p> <p>Invite everyone back into the room and seat them in a circle.</p> <p>Ask what they felt during the activity when they were inside or outside the room.</p> <p>Discuss what this tells us about how CAM and their families feel about being included or excluded.</p> <p>Circle time Ask participants:</p> <p style="padding-left: 40px;">Thinking back on what we did yesterday, have they any further thoughts about it?</p> <p style="padding-left: 40px;">Do they have any comments about what they read (Sections 6, 9, 10, 11 and 12) in the ICAM Handbook?</p> <p style="padding-left: 40px;">How do they feel now?</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. Consideration of ways of involving students, parents and the local community in the ICAM programme to improve convivencia in the school and support the learning of CAM. 4. Reflection on what we have learned in the workshop and planning next steps <p>Ask whether there are any of these outcomes that participants think are a particular issue requiring more attention in their schools</p>	<p>PPTs 1-3</p> <p>You need to be able to play – start and stop – music e.g. on a laptop, amplified so that everyone can hear it.</p>	
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	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 is their right.		
Session 14	Key Feature 6 - Effective strategies to ensure the safety and wellbeing of students in and around the school		
10 mins	<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 school. (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 school 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>	PPTs 4 - 6	

	<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 		
45 mins	<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"> The school and classroom physical environment Relationships between students Relationships between staff and students Online safety and social networking 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"> 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 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>PPT 7</p> <p>Participants to use their laptops to create PPT presentations</p>	

	<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> <p>We will also consider how we keep students safe by recognising and responding to signs of child abuse or neglect.</p>		
20 minutes	Dealing with bullying	PPTs 8 -10	

	<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> <ol style="list-style-type: none"> a) students who bully b) followers or henchmen c) supporters or passive perpetrators of bullying d) passive supporters or possible perpetrators of bullying e) disengaged onlookers f) possible defenders 		
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	<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>		
5 mins	<p>Procedures to deal with suspected neglect or abuse outside school</p> <p>Purpose: to ensure that participants know what to do if any students in their school appear to suffer child abuse or neglect and to discover whether there are any special considerations in this respect concerning CAM in their context.</p> <p>Schools are often the only place where signs of neglect and abuse in the home may be noticed. They therefore have a duty to ensure that staff know what to look for, and are vigilant, and that there are robust procedures for dealing with any suspected neglect or abuse and involving outside agencies as necessary.</p> <p>Are there any special considerations in this respect for CAM?</p> <p>Refer participants to the ICAM Handbook Section 6.2. This does not include information about procedures because these differ in our different countries.</p>		
	Tea/ Coffee Break		
Session 15	Key Feature 9 -Support for staff, including continuing professional development on SEL and ways of meeting the additional SEL needs of CAM		
25 mins	<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>PPTs 11-14</p> <p>3 flipcharts headed</p> <p>‘How can staff awareness of the importance of their own wellbeing be promoted?’</p> <p>‘How can staff be helped to identify their own wellbeing</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>	<p>needs?’</p> <p>‘What provision will support staff wellbeing?’</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>		
10 mins	<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>	PPT 15	
15 mins	<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>	PPTs 16 - 22	

	<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 18 The professional development materials for School ICAM Leaders to use with their colleagues are divided into 4 incremental levels so that schools can decided on the areas to which they need to pay most attention. This will be a short lecture! Participants should consider, as they listen, how the levels will apply to their schools.</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?</p>		
Session 16	Key Feature 10 - Involvement of students		
20 mins	<p>Purpose: To recognise that the full involvement of students in all stages of the ICAM programme is essential and to consider the best ways of ensuring it.</p> <p>PPT 23 Energiser Ask participants to stand up, hold their nose with their right hand and hold their right ear with their left hand. Then change hands – hold their nose with their left hand and their left ear with their right hand. Repeat this as fast as possible.</p> <p>Explain that, as many CAM will not be fluent in their host language, activities in the classroom which do not require language can provide relief, fun and engagement between students. We are going to consider ways in which students can support one another and CAM in particular.</p> <p>How can students support one another, both in and outside the classroom?</p> <p>Purpose: To understand the responsibility students have for maintaining good learning</p>	<p>PPTs 23 -24</p> <p>4 flip chart sheets headed</p> <p>‘Opportunities for students to take responsibility for their own learning in class’</p> <p>‘Opportunities for students to help the learning of others in class’</p>	

	<p>relationships in the classroom (student/teacher and student/student) and around the school and how they can be encouraged to take that responsibility.</p> <p>PPT 24 In a Rights Respecting School students will be aware that having rights means also having responsibilities.</p> <p>How can schools encourage students to take responsibility for themselves and for one another? We have already discussed how important it is for children with attachment or trauma difficulties to have some control over what happens to them.</p> <p>How can schools provide for this?</p> <p>Divide the group into 4</p> <p>Put 4 flip charts round the room headed:</p> <p>Opportunities for students to take responsibility for their own learning in class</p> <p>Opportunities for students to help the learning of others in class</p> <p>Opportunities for students to take responsibility for what they do outside class</p> <p>Opportunities for students to help one another outside class</p> <p>Each group is allocated one flip chart on which to list as many ideas as possible. They then move round to the next group's chart and add any further ideas and so on until everyone has worked on all four lists.</p> <p>Plenary: Ask: Looking at these lists, what do they tell us about ways of involving other students in improving the inclusion of CAM?</p>	<p>'Opportunities for students to take responsibility for what they do outside class'</p> <p>'Opportunities for students to help one another outside class'</p>	
15 mins	<p>Listening to students</p> <p>How do we ensure that students have a voice?</p> <p>Purpose: To consider how we ensure that we listen to students, including CAM, and involve them in the development of the ICAM programme</p> <p>PPT 25 Ask participants, in table groups, to discuss how students can be involved in developing the ICAM programme. They should choose one person to chair the discussion and to be prepared to report back to the whole group. They may find ICAM Handbook Section 10.3.1 helpful. They have 10 minutes for the discussion.</p> <p>Then ask the chosen person from each group to share the ideas they have discussed with the whole group.</p>	PPT 25	
5 mins	<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>		

	Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall		
	Lunch		
Session 16	Key Features 11 and 12 - Involvement of families and the local community		
10 mins	<p>Purpose: to recognise the importance to CAM's learning in school of working closely with their families and fostering useful links in the local community. To look at ways of meeting the challenges that this presents.</p> <p>Parents / carers hold the key to developing their children's social, emotional and behavioural skills. They are the experts on their own child, and their knowledge about their child's developing skills can provide enormously valuable information about what is working and what is needed. They need to understand the school's approach to SEL and be encouraged to employ it at home.</p> <p>Communicating with parents</p> <p>Purpose: To consider effective ways of communicating with the parents of CAM</p> <p>Explain that we are going to think about how schools communicate with parents/carers, and particularly with parents/carers of CAM who may not be fluent in the host language and may not be literate in their home language.</p> <p>Activity: Ask table groups to write on sticky notes their top tips for effective school communication with parents/carers – putting each idea on a separate sticky note - and to stick them on a flip chart. If they have the same idea as another group they should stick their note on top. Ask everyone to stand around the chart. Explain that you will read out each tip in turn and, when you say 'Clap' participants will clap to indicate how important they think the tip is.</p> <p>1 clap for important 2 claps for very important 3 claps for extremely important.</p> <p>Agree that this is not a very scientific procedure! – the point is for all of us to consider the most effective ways of communicating with parents and whether we need to make any changes in order to involve those who are hard to reach.</p> <p>Ask: If we use translations, how do we know that they are fluent - that they do not read as if created by Google Translate – and that they convey the spirit as well as the facts of the communication?</p> <p>How do we avoid placing undue pressure on children to act as go-betweens because they are more fluent in the host language than the adults in the family?</p>	<p>Sticky notes on each table</p> <p>Flip cart sheet on the wall headed 'Effective communication'</p>	

	<p>How do we use technology to aid communication to everyone?</p> <p>Plenary Share any comments. Is there anything participants now intend to do to improve communication with the families of CAM?</p>		
15 mins	<p>Involving parents/carers, including those who are hard to reach, in the work of the school</p> <p>Purpose: To consider ways of involving parents/carers of CAM, particularly those who are hard to reach, and valuing their contribution to their children's education and the life of the school</p> <p>PPT 26 Ask participants to discuss briefly how they have tried to engage hard to reach parents/carers (not just CAM parents) What has worked and what has been less successful for them?</p> <p>Take brief feedback by asking for one example of a successful and one example of a less successful strategy from each group in turn.</p> <p>Causes of lack of engagement might include:</p> <ul style="list-style-type: none"> • Language barriers • Practical reasons e.g. working hours, care of younger children, travel costs • Lack of trust • Lack of confidence • Cultural differences • Misunderstandings <p>Presentation: A model of parental engagement.</p> <p>PPT 27 Explain that involving parents can be considered as a series of stages – Wanting , Getting, Keeping, Engaging, Empowering. Ask participants to consider individually which stage their school has reached.</p> <p>PPT 29 There is a wealth of evidence that involvement of parents has a greater impact on achievement than almost every other factor.</p> <p>PPT 30 Explain that one of the key findings of the research is that the establishment of trust is a key issue for schools. Remind participants why the families of CAM may have difficulties establishing trust (prior experiences with official organisations, cultural differences and assumptions etc.) and explain that, although schools may have to work hard with each family initially, the rewards are great.</p> <p>PPT 31 Activity - Diamond 9. Give each table group a set of diamonds cut from Resource Sheet 4.2 Explain that they are going to consider which strategies they consider the most important in building trust and relationships with the families of CAM. There are 12 diamonds describing strategies for building trusting relationships with parents/carers and 4 blank diamonds on which they can, if they wish, describe</p>	<p>PPTs 26 – 33</p> <p>Resource sheet 4.2 cut into a set of 16 diamonds for each table group.</p>	

	<p>additional strategies. They should choose the 9 strategies that they consider to be most relevant and arrange them in a diamond with the most important at the top and the least important of the 9 at the bottom.</p> <p>When they have completed their diamonds they should go round and look at what the other groups have decided.</p> <p>PPT 32 Explain that this is an impossible exercise! There is no right answer. All the strategies are important. The point of the exercise is to help us to think about the strategies.</p> <p>Ask if, as a result of the activity, there is anything participants intend to do in their schools?</p> <p>PPT 33 It is the initial stages of Wanting and Getting that take the most effort, developing motivation and efficient and effective methods of involving parents/carers.</p> <p>Once trust is established, it is important to keep up the momentum and have mechanisms for Keeping - the regular involvement of parents/carers. Engagement and Empowering can then follow. We are going to consider how working with parents/carers on SEL can provide these stages of involvement.</p>		
25 mins	<p>Involving parents/carers, including those who are hard to reach, in continuing SEL in the home</p> <p>Purpose: To consider ways of involving parents/carers of CAM in continuing the SEL work that the school does in the home.</p> <p>PPT 34 Explain that two ways of continuing and developing SEL in the home are to send home activities for the families to do together, and (when trust has been built up) to run small family learning groups focusing on SEL.</p> <p>PPT 35 Ask participants to look at the guide to Parent/Carer Group Sessions on the ICAM website. https://www.icamproject.eu There are 6 sample sessions for parents/carers and their children with an optional session on Trauma which facilitators can use if they think it appropriate.</p> <p>There are also 12 additional Parent/Carer Self-study Sessions for the parent/carers group to use if, as suggested, they continue to work together.</p> <p>How might they use these materials?</p> <p>PPT 36 Next Steps Ask participants to identify one or two steps that they might take when they return to their schools.</p> <p>PPT 37 – 38 Working with parents/carers may take a lot of thought, energy and time, particularly at the essential first stages of Wanting and Getting, but they do deserve support in their difficult and crucial role – and so do their children!</p>	<p>PPTs 34 – 38</p> <p>Participants need laptops with online access to the ICAM website</p>	
20 mins	Identifying sources of support for CAM in the local community	PPTs 39 - 43	

	<p>Purpose: to understand how the school might use links with the local community efficiently and effectively to support convivencia in the school and the inclusion of CAM</p> <p>PPT 39 Explain that we are going to consider how the local community might support ICAM. Schools may be very influential in their local communities and can benefit from drawing on its support and resources. But this is can be time-consuming and it is important that input of effort is matched by an outcome of benefits to students.</p> <p>Purpose: To consider what we mean by ‘local community’</p> <p>Energiser: Ask participants to move to stand in two equal concentric circles facing one another so that they each have a partner. Explain that we are going, in this session, to consider working with the local community. But we first have to answer the question;</p> <p>“What is ‘the local community’ for a school?”</p> <p>They have 2 minutes to discuss this. The outer circle then moves one place to the right so that they have a new partner. They then have 2 minutes to discuss a second question:</p> <p>“How do members of the local community you live in find out about what goes on in their local schools?”</p> <p>Training tip: This exercise should be carried out at a brisk pace. Tell participants the question for discussion and say ‘Begin’. After 2 minutes say ‘Stop’, ask the outer circle to move one space to the right, and repeat the procedure with the second question.</p> <p>Summarise the warm up by making the points:</p> <ul style="list-style-type: none"> • If schools are to work in partnership with their local community they should first be clear about who comprises that community and how best to communicate with them. • Members of the community often judge the school by what the students say and how they behave outside the school. <p>Purpose: to recognise the value of local partnerships which can support the school’s work. To plan the development of a local resource directory. To understand the dynamics of action groups and how to lead them.</p> <p>PPT 40 The stages in developing a community partnership programme. Schools can provide havens of peace for students in a troubled world but they are also at the heart of their local community and cannot be divorced from it. They need to work to create and sustain partnerships with their local community. The stages of developing a community partnership programme form a development cycle similar to the one we discussed in relation to the whole ICAM programme.</p> <p>Preparation and diagnosis (raising awareness, deciding what needs to be done and who will be involved) action planning and implementation – monitoring and evaluation</p>	<p>Sheets of A4 paper and flipchart pens for each table</p>	
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	<p>PPT 41 In a true partnership, all partners are fully informed, committed and involved in action. The group needs a facilitator who can employ appropriate skills :</p> <ul style="list-style-type: none"> • Respecting and valuing members' expertise builds confidence and capacity • Agreeing a common process and focus enhances efficiency • Ongoing monitoring and evaluation of outcomes enhances effectiveness • It is important for the facilitator to adopt an appropriate leadership style <p>It is important for the facilitator to adopt an appropriate leadership style (See ICAM Handbook Section 4.2)</p> <p>Activity: A Community Resource Directory</p> <p>Purpose: to consider who might be included in partnerships with the school to enhance convivencia</p> <p>PPT 42 Explain that we are going to think about who should be included in a community partnership and a community resource directory for schools who wish to set up a local partnership programme to increase convivencia and inclusion of CAM and their families. Participants should work in their table groups to</p> <ol style="list-style-type: none"> 1. Briefly discuss who should be included in a community partnership. 2. Draw up a list of who you would include in a community resource directory for a school – people or organisations that you could call upon for support in a local partnership programme to increase convivencia and inclusion of CAM and their families 3. Put each entry for the community resource directory on a separate “brick” – make the bricks by tearing a sheet of A4 paper into 4 pieces. You should write in large letters that can be read easily. Record the name of the person or organisation and note briefly what they can contribute e.g. the local youth centre – advice on activities to engage young people 4. When you have finished, place your bricks to make a wall. You should read what others have put and, if a brick is the same, place your brick on top of it 5. You may wish to make your own directory from ideas in the wall of bricks You could start by filling out columns 1 and 3 on Resource sheet 4.3 <p>Ensure that everyone reads what other groups have written and discusses where they are going to place each brick so that they are sharing ideas. Ask the whole group to join in placing the bricks and discussing the results.</p>		
20 mins	<p>A good news story</p> <p>Purpose: to practise explaining to the local community the positive contribution that CAM and</p>	<p>PPT 43</p> <p>Copy of Resource Sheet 4.4</p>	

	<p>their families make</p> <p>Activity: PPT 43 Explain that we are going to practise spreading good news about a school in an interview for a local radio station. Divide participants into two groups – local radio interviewers and School ICAM Leaders. They must prepare separately</p> <p>Facilitator tip: If there is another room available, you could send one group there.</p> <p>Give them the appropriate copy of Resource Sheet 4.4. They have 10 minutes to read the scenario it describes and to discuss, in pairs or small groups, with other people with the same role, what they will say.</p> <p>Tell them when to begin, when they have one minute left, and when 10 minutes have passed.</p> <p>Then pair each interviewer with a School ICAM Leader and ask them to sit back to back so that they can hear but not see one another (as if they were on the telephone). Seat each pair as far from other pairs as possible. They have 5 minutes for the interview.</p> <p>Facilitator tip If there is another room available, so that Interviewers and School ICAM Leaders are separated, they could add realism, if they wish to, by using their mobile phones to conduct the interview.</p> <p>Facilitator tip: They may wish to record the interview on their mobile phones so that they can listen again to what happened.</p> <p>Tell them when to begin, when they have one minute left and when the 5 minutes have passed.</p> <p>Plenary: Ask the Interviewers ‘How did you feel?’ ‘Were your questions answered?’ ‘Did you ask the right questions?’</p> <p>Ask the School ICAM Leaders ‘How did you feel?’ ‘Did you say what you wanted to say?’</p> <p>What have we learned from this activity about spreading the good news about our schools?</p> <p>Review Ask participants to think about this whole session and make notes of what they intend to do first in their schools to recognise and enhance the value of involvement with their local community.</p>	Half the group should have the sheet for the local radio interviewer. The other half should have the sheet for the School ICAM Leader.	
	Tea/coffee break		
75 mins	<p>Thoughts and ideas feedback Respond to any comments on the Thoughts and Ideas wall</p> <p>PPT44 Reflection on learning during day 4 of the workshop and completion of Day4 Evaluation Sheet</p> <p>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 essential and can be transformative.</p>	<p>PPT 44</p> <p>UNICEF video</p> <p>Participants need the Self-assessment of knowledge and skills that they completed before the workshop</p>	

	<p>Building a learning community</p> <p>Explain how we will work together to continue learning using:</p> <ul style="list-style-type: none"> Resources for schools already available The growth of a learning community Sharing of resources and experiences – adding to the resource base and staying in touch <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>Reflection on the whole workshop Completing the ICAM post-workshop self-assessment of knowledge and skills</p> <p>Comparison of ICAM self-assessment results before and after the workshop using the Summary sheet for monitoring and evaluation of an ICAM workshop</p> <p>The facilitators should collect the 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 Sheet</p> <p>Arrangements for support visits by ICAM National Facilitators</p>	<p>Copy for each participant of:</p> <p>Day4 Evaluation Sheet</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>	
15 mins	<p>Close of workshop</p> <p>Final Circle Time. Sharing thoughts as we look back at the experiences of the workshop and look forward to developing the ICAM programme in our schools. Thank participants for their contribution to the workshop.</p>		

Resource sheet 4.1

My personal wellbeing

Awareness How do I know when my wellbeing is positive or in need of support?

Need: What are my own current wellbeing needs (physical, mental and social) in relation to my professional life?

Response: What ways do I have of responding to my wellbeing needs?

Resource Sheet 4.2
Diamond 9

Communications
are translated

There are clear
points of contact
within the school
for families of
CAM

Staff with
appropriate
language skills
are recruited

Staff are aware
of the
challenges
facing the
families of CAM

Staff are
confident to
engage with and
support families
of CAM

There are robust
targeted
procedures for
the induction of
CAM when they
join the school

The school
environment
helps the
families of CAM
to feel welcome

The school has
strong links with
community and
cultural
organisations

Resource Sheet 4.2
Diamond 9

The school tells
families of CAM
about relevant
support/social
organisations

The school
provides
opportunities for
parents of CAM
to develop their
skills

The school
helps parents of
CAM to form
relationships
with other
parents

Meetings and
activities for
parents are at
times
convenient for
them

Resource sheet 4.3 - My resource directory

Resource	Contact details	Possible contribution to a partnership

Resource Sheet 4.4 - for Local radio interviewer

You are a reporter for a local radio station.

In 10 minutes you are going to conduct a live radio interview by telephone with the School ICAM leader in your local school.

The school serves an area with a high level of social deprivation, low levels of employment and poor housing. In the last five years there has been a big increase in the immigrant population locally.

Next week there will be elections for the local council and one of the candidates has had a lot of local publicity and interest on social media. You have recently interviewed her for your programme.

In the interview, she said that she is not a racist but she, and her party, believe that immigration should be better controlled and that there have been far too many immigrants flooding into the local area. She says they have taken scarce jobs and housing that should have been given to people who had lived in the area for generations.

In particular, she complained that the local school had become overcrowded and teachers had to pay so much attention to children with language problems that the rest were not learning anything and standards were going down. She said they spent too much time in class talking about things like friendship and feelings instead of focusing on important things like mathematics.

When chatting to you after the interview, she said her son was doing well at school because he was a very clever boy but the teacher often ignored him and didn't answer his questions.

It is the last day of the school holiday and her son has attended a holiday family workshop at the school. She was invited but unable to attend because she is so busy with the election so he went alone.

She thought it was disgraceful that, although lunch was supposed to be provided, there had been nothing for him to eat all day but 'foreign food' which he doesn't like. He had also been learning another language which she thought he would never use, and playing games. This was a waste of time. She thought he should have been learning more mathematics, which is his weakest subject, and that holiday provision should be for important things, not 'just messing around'.

You have telephoned the school to ask 'how they cope with the migrant situation' and the principal has told you that you should interview the School ICAM Leader who organised the holiday club.

You will have 5 minutes for the interview.

What questions will you ask?

Resource Sheet 4.4 - for School ICAM Leader

It is the last day of the school holiday and you have come into school to prepare for the start of term. The school principal has just asked you to do an interview for the local radio. She doesn't like talking to the media and said she knew you would be very good at telling everyone what great work the school is doing. The interviewer wants to talk about 'how the school copes with the migrant situation' and will phone you in 10 minutes for a live radio interview. For the last week, you have been running a school holiday family workshop. It is the first time this has been done and it has been a great success. Its aim was to promote convivencia and the inclusive ethos of the school . Parents and children joined together in activities which included:

- learning each other's languages,
- cooking and eating together
- active games that encouraged sharing and co-operation
- making music together
- art and craft sessions

Parents and staff worked together to plan and run the sessions.

The workshop was full and many families of CAM attended, there was a marvellous happy atmosphere and everyone said how much they had enjoyed it. A group of parents have asked if they can organise continuing activities one evening a week during the term.

You are absolutely delighted.

You are not sure why the local radio is interested now or whether they have heard about the workshop.

The main recent mention of the school in the local press and on social media has concerned the mother of a boy in your class. She is a candidate in the local elections which are next week. Her party have caused a lot of unrest by complaining that immigration levels in the local area (which has poor housing and high levels of social deprivation and unemployment) are too high.

The school, which had falling student numbers before immigrants began moving into the area five years ago, is now full. Standards of achievement have risen and the school was praised in a recent inspection for its inclusive ethos, the excellent behaviour of the students and their positive attitude to learning.

The councillor's son in your class is achieving well but he is very attention seeking in class and you are trying to teach him to work more independently. His mother often phones you to complain that he is not learning enough but the inspectors commented on how well you differentiated work to challenge all the students in your class.

You have been told that, whatever the interviewer asks you, it is important to say what you want to say and deliver the good news about the school.

What will you say?

The interview will last 5 minutes.

Day 4 Evaluation Sheet for Participants

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

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

1 2 3 4 5 6 7 8 9 10

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

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

Any other comments you would like to make

Name: _____

Date: _____

School ICAM Leader'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 workshops. You may be asked to share your self-assessment with others as part of your end of workshop reflection. The overall results for the group as a whole will be collated to help monitor and evaluate the programme.

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

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

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

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

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in what you have learned and identify the specific skills that you could improve further after the workshops. Doing this now will help you to gain maximum benefit from the 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 workshops and see how much you have achieved as a result of them. This will help you plan to build on your achievements in your continuing professional development.

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

School ICAM Leader's self-assessment after workshop

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

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 past experiences of individual CAM in your school	
Your understanding of the possible effects of their experiences on the behaviour of CAM in your school	
Your empathy for, and positive attitude towards, CAM	
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 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 create policies for the inclusion and support of students, including CAM	
Your ability to plan strategies based on the policy to enhance inclusion and support of CAM	
Your ability to implement strategies to enhance inclusion and support of CAM securing the commitment of stakeholders	
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 lead an ICAM programme?	Rating 0-10
Your ability to lead and manage change across the school	
Your ability to use appropriate leadership styles to enhance inclusion and create a climate of convivencia (living together in harmony)	
Your ability to share leadership tasks and responsibilities	
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 knowledge and understanding of effective strategies for the induction of new CAM into the school?	Rating 0-10
Your knowledge and understanding of ways of helping CAM feel welcome and ways of recognising and celebrating cultural diversity	
Your knowledge and understanding of effective ways of assessing the needs of CAM when they arrive in the school	
Your knowledge and understanding of structures to support CAM, including the importance of a Key Adult	
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 create a safe environment for learning?	Rating 0-10
Your knowledge and understanding of ways of recognising and celebrating the contribution of CAM to the life of the school	
Your knowledge and understanding of the safeguarding of CAM and ability to recognize signs of abuse or neglect	
Your knowledge and understanding of ways of preventing bullying behavior and of dealing with it when it occurs.	
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 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 knowledge and understanding of the teaching of social and emotional skills to improve learning, social and emotional health and wellbeing, and inclusion	
Your ability to create an ethos that develops students' social and emotional skills	
Your ability to model social and emotional skills for staff and students	
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 provide additional support for CAM's Social and Emotional Learning and general wellbeing?	Rating 0 – 10
Your knowledge and understanding of the possible additional social and emotional needs of CAM	
Your ability to identify CAM in need of additional Social and Emotional Learning support	
Your ability to organize additional small group or individual Social and Emotional Learning support for CAM	
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 provide support for staff, including continuing professional development, for the inclusion of CAM?	Rating 0-10
Your ability to provide continuing professional development for staff to enhance the inclusion of CAM	
Your knowledge and understanding of strategies to ensure staff emotional health and wellbeing	
Your ability to recognise the possible effects of secondary traumatic stress and provide support to ameliorate them	
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 to involve students throughout the school in supporting each other and the inclusion of CAM	Rating 0-10
Your knowledge and understanding the contribution students can make to the inclusion of CAM	
Your knowledge and understanding of the implementation of effective peer support systems	
Your knowledge and understanding of ways of involving students in decision making	
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>	

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

Final Evaluation Sheet for Participants

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

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

1 2 3 4 5 6 7 8 9 10

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

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

Any other comments you would like to make

Name: _____

Date: _____