Day One: **Sessions 1-11**

Suggested Room Layout – horseshoe.
In some sessions delegates will split into smaller groups for discussion.

Before delegates arrive ensure that flip charts and ‘post-it notes’ are distributed around the room as the group will split into smaller discussion groups at several points during the day. Ensure you have a copy of the Participant’s Handbook for each member of the group. You’ll also need a laptop, speakers and projector plus screen, blu-tack, marker pens etc. For session 5, copies of the Jamie’s story scenario cards will be required for each group. Masters can be found in the trainer’s resource pack. Load up the Training Day 1 PowerPoint slides onto the laptop.

**Outline Programme: Day 1**

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>09:30-11:05</td>
<td><strong>SESSIONS 1-5</strong></td>
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<td>Welcome and introductions</td>
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<td>Introductory activities</td>
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<td>Aims of the course and national context</td>
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<td>Where am I now?</td>
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<td>Life experiences</td>
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<td>11:05-11:30</td>
<td><strong>Coffee break</strong></td>
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<td>11:30-13:00</td>
<td><strong>SESSIONS 6-8</strong></td>
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<td>Skills and qualities</td>
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<td>Reflective summary</td>
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<td>13:00-14:00</td>
<td><strong>Lunch</strong></td>
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<td>14:00-15:15</td>
<td><strong>SESSIONS 9-11</strong></td>
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<td>Teams and teamwork</td>
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<td>Sharing experiences, building skills</td>
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<td></td>
<td>Recap and preparatory task</td>
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Session 1: Welcome and introductions

Timing: 09:30-09:35

Aims
• To set the scene and provide the context for the course.
• To explain housekeeping arrangements.

Advice for Trainers
Introduce yourself and describe your role.

Explain:
• Housekeeping arrangements (e.g. toilets, fire alarm etc).
• The outline of the two days – content, structure, timings for coffee and lunch etc.
• That all participants will have the opportunity to make relevant comments throughout the training event (see above).

Resources required:
• Sheet of flip chart paper for wall.
• PowerPoint presentation: slide 1.
Session 2: Introductory activity

Welcome and check-in

Introduce yourself to a partner

Tell them:
• Your name and a bit about your job/role
• Where you would rather be right now, and who with!
Be ready to share this with the group!

PowerPoint presentation Slide 2

Timing: 09:35-09:50

Aims
• To introduce the course participants to each other.
• To establish a positive ethos that encourages active participation.

Advice for Trainers
• Encourage a relaxed atmosphere where people feel comfortable to talk.
• Ask the participants to identify a partner.
• Explain the task using the instructions on the PowerPoint slide.
• Take feedback.

Resource required:
• PowerPoint presentation: slide 2.

Note – You may wish to use an alternative icebreaker of your choosing.

For example:
• Vary the question asked, for example, instead of asking where in the world they would like to be, ask where they went on their last holiday and give it a rating of 1-5, or their favourite food, sweet and savoury or their most treasured possession. Feedback as above.
Session 2: Introductory activity

- Provide individuals with a sheet of paper with questions such as:
  
  I have a dog
  
  One of my hobbies is gardening
  
  I support a football team
  
  I passed my driving test first time
  
  I have a relative whose first name begins with “F”
  
  I had cereal for breakfast this morning ……

Participants then circulate to find 6 different people who can answer yes to the questions. They note down their names and the first to complete the sheet shouts “Bingo!”. 
Session 3: Aims of the course & national context

Course Aims

- Reflect upon the skills & qualities required to support young people effectively
- Identify your own strengths and development needs
- Increase confidence in carrying out our support roles
- Explore the different roles and contributions that individuals make within a team
- Examine the roles for support staff with Curriculum for Excellence and Getting it right for every child
- Identify effective strategies to promote positive behaviour and interpersonal skills in young people.

Timings: 09:50-10:00

Aims

- To confirm the aims of the course.
- To describe the national context of the course.

Narrative

Guidance produced by the Scottish Advisory Group on Behaviour in Schools published in March 2013 includes a recommendation to increase access to training and support for school support staff. (Better relationships, better learning, better behaviour http://www.scotland.gov.uk/Resource/0041/00416217.pdf) This recommendation is based on findings of detailed research into behaviour in Scottish schools published in October 2012. (Behaviour in Scottish Schools 2012 http://www.scotland.gov.uk/Publications/2012/10/5408/0)

The Scottish Government recognises the valuable work that support staff do and the provision of this course reflects this. The overarching aim of this course is to enable support staff to build upon the valuable contribution that they make in working with all young people, including those who are vulnerable and challenging. Empowering support staff to recognise the range of skills and strategies that they have assimilated and building systematically upon these skills will help achieve this aim.
Session 3: Aims of the course & national context

The course is designed to develop further the skills base of support staff thus enabling them to build positive relationships and help children and young people make good choices.

Advice for Trainers

• Introduce the background of the course from the points above. (Read or summarise.)
• Emphasise that support staff and their work are valued.
• Refer to slide 3 to outline the aims of the course.

Resources required:

• Narrative.
• PowerPoint presentation: slide 3.
Session 4: Where am I now?

Success Escalator: where are you?

Why are you here?

What do you need to move up the success escalator?

- Wider knowledge
- Increase in confidence
- Effective strategies
- Share good practice with colleagues
- Time to reflect
- Other...

Timings: 10:00-10:15

Aims

- To give participants an opportunity to reflect on ‘Where am I now?’ in relation to the range of skills they have to provide support for young people.
Session 4: Where am I now?

Advice for Trainers

• Introduce the Success Escalator by emphasising that we are all on a journey and working towards being the best we can be in our jobs. We learn and develop all the time. We are helping participants establish a baseline.

• Explain the Success Escalator. Imagine you had a scale of 1 to 10:

  10 is the highest – This would mean that you feel that you know all there is with regard to your job and supporting young people and that your skills are developed to their maximum in this area;

  1 is the lowest – This would mean that you feel that you are just at the start of your journey and you have lots of skill building to do; and

  5 is the middle – This would mean that you feel that you have a range of knowledge about your job and supporting young people but you want to learn more and increase your range of skills.

• Explain that the participants have to think where they would place themselves on that scale on an average day. Acknowledge that where they feel they are on the escalator may change on a daily basis, dependent on the environment they are in and events/experiences they have.

• Ask participants to identify the level they perceive themselves to be at this moment. This level should be recorded on a Success Escalator or personally in their Participant's Handbook. Refer to slide 4.

• Ask the participants to write down on a post-it note something that they would like to gain from the training at the end of the two days.

• Invite the participants to place their post-it note on a flip chart against the headings skills development, knowledge & understanding, sharing practice/networking. Refer to slide 5.

• At this point it might be helpful to explain the rationale for putting “strategies” later in the course, following exploration of views and more general perspectives of behaviour. In isolation, without an awareness of self and an understanding of the inter-relationship of thoughts, feelings and behaviours, a list of strategies is likely to be far less effective. Participants should be assured that this learning will come. There are also opportunities throughout the course for sharing experiences and approaches to dealing with challenging situations.

• Allow time for reflection during the programme plenary.

Resources required:

• Success escalator resource sheet (Participant's Handbook page 2).

• Flip chart sheets with appropriate headings (e.g. Skills Development, Knowledge and Understanding, Sharing Good Practice/Networking).

• PowerPoint presentation: slides 4 and 5.
Session 5: Life experiences activity

Life experiences and influences

- We all bring a range of experiences and influences to school.
- These influences can impact upon how we react to situations.

Timings: 10:15-11.05

Aim
- To demonstrate that our life experiences impact on what we think, how we feel and what we do.
- To introduce findings from neuroscience which help to explain why children and young people who have suffered adverse life events may present with challenging behaviour and difficulties in learning.
- To emphasise the importance of positive, trusting relationships in ensuring the best outcomes for children.

Room layout
The participants will initially be in a horseshoe for slides 6 and 7 and the video clips. They will then split into groups of 4 for the card activity and then move seats back into a horseshoe for discussion of the slides.

Advice for Trainers
- Trainers should describe that we are all influenced by our environment and personal circumstances and this impacts on how we react to situations. (Refer to slide 6).
- This links with ‘The Human Condition’. Trainers should outline to the participants that our thoughts influence how we feel and this impacts upon our behaviour. (Refer to slide 7).
Session 5: Life experiences activity

The Human Condition

- Thoughts
- Feelings/Needs
- Behaviours

PowerPoint presentation Slide 7

Trainers may find it helpful to provide examples from personal experience to illustrate these points. For example: Days when you have an important meeting / interview / starting a new job and the alarm fails to go off / car won’t start / child is ill etc. How this made you feel and how you reacted.

• It is helpful at this point to provide a brief overview of developments in brain science which help to set a context for the way in which children’s (and adults!) learning and behaviour may be influenced by their life experiences.

Baby Brain – Dr Suzanne Zeedyk

PowerPoint presentation Slide 8
Session 5: Life experiences activity

Show the video clip – slide 8 Suzanne Zeedyk (The transcript of this clip can be found in the trainer’s resource pack). Emphasise the main points from this clip:

- Babies’ brains develop partly on the basis of their genetic code but also on the basis of the kinds of relationships they have with other people which is one of the reasons why positive relationships are so important.
- Humans are born with fragile, immature brains but this means that they are more flexible and can cope better in different environments.
- Positive, secure and nurturing relationships are key to developing pathways in the brain which help children to cope with life and learning into adulthood.
- The brain continues to develop up to the age of 20 so we can still make a positive difference especially in the adolescent years when there is a period of brain reorganisation/plasticity.
- A child who has been subject to ongoing stress will spend energy constantly looking for threats. They are therefore less able to devote their energies to learning. They may also be less skilled in picking up emotional cues from others and hence have more difficulties with relationships.
- Relevance to school – the environment we create and manage IS forming the brains of our children and young people.
- To summarise – we should be aware that some children, as a result of their negative experiences at home, may arrive at school in a state of stress which can impact on the way they behave and also on their ability to focus on learning. (It may be helpful to highlight that these difficulties may not be confined to children who, on the surface, appear disadvantaged and display challenging behaviour. Some children and young people from apparently secure, materially affluent families may also be subject to stresses related to negative experiences. Support Assistants are often the first to notice changes in behaviour, be they disruptive or quiet withdrawal and failure to engage.) Scientific advances indicate that there are changes in the brain and hormone levels which mean that the child “can’t help” their reactions but research is showing us that if we provide them with a safe, nurturing, caring, calm environment in which they feel valued and respected we can make a positive difference to their outcomes. We should also be aware that neural pathways can be re-arranged and young people can change. Through practice and attention, adults can change their own behaviours and new ways of responding to situations can become a habit.
Session 5: Life experiences activity

For Trainers, who are not familiar with brain development, there are additional background notes in appendix 1.

At this point, it may be useful to provide some time for discussion around the practical strategies participants’ schools currently use to support children. For example, nurture rooms, drop in clubs, peer support etc. Share in groups and feedback to the whole group.

John Carnochan - Detective Chief Superintendent

PowerPoint presentation Slide 9

Show the video clip slide 9.
John Carnochan QPM, formerly Chief Superintendent at the Scottish Violence Reduction Unit tells the true story of David, a young man who committed a murder. This clip reinforces the importance of positive relationships and of people recognising and responding appropriately when things are not going well for a child. (The transcript of this clip can be found in the trainer’s resource pack).

Invite any comments from the group on what they have seen. Emphasise that every child is unique and the vast majority have happy and secure home environments. Remind the group that if they have concerns about a child, they should always report them to their line manager or child protection co-ordinator.

Explain that the group, working in fours, will now consider a scenario relating to a pupil – Jamie

- Hand out a set of Jamie’s story scenario cards to each group. Mix up the order of the sheets.
- Set the scene: the group is going to build a story from a start point to an end point by placing cards in an agreed order through discussion.
Session 5: Life experiences activity

• Invite feedback on the process. Ask participants to consider the following questions:
  How did you manage and organise this activity?
  How did you all come to the conclusion that you ended up with?
  What skills did you use in the process to reach this consensus?
  Did you have any divergence in the group?
  Did you have different views on how the cards should be ordered?
• Invite discussion – This can be a good opportunity to explore how individuals see things differently.

Refer to slide 10.
Trainers should outline to participants that the feelings that young people experience can manifest themselves in a range of behaviours. Link back to the brain research.

What has happened to Jamie?

What influences and experiences is he bringing to school?
• There are experiences, events and relationships which impact on children’s lives.
• Psychological/physiological factors may also be a feature.
• Any and all of these factors can influence their behaviour. Staff have little or no control over these factors.
• Children can display these behaviours as:
  • Loss of personal power
  • Need to maintain self-esteem
  • Fear
  • Failure
  • Attention seeking
  • Displaced anger

Refer to slides 11 and 12.
Trainers should consider with participants the importance of appropriate adult response. What might this look like? Starters for discussion could include: the importance of respecting the boundaries of personal space; restorative conversations; sitting quietly to give time to calm down; doing something unrelated eg “help me with ….”. Again, this is an opportunity for participants to acknowledge their own reactions, share and feedback. How do they stay calm in these circumstances? What strategies do they use?
Session 5: Life experiences activity

Reacting to Jamie

What can we do if Jamie’s behaviour is challenging, possibly because of difficult circumstances outwith school?

React rationally by staying in control of our own behaviour and not taking acting-out behaviour personally:

- Be in control
- Be professional
- Look for positive diversions

PowerPoint presentation Slide 11

Stop and Think!

Do the behaviours and attitudes of staff impact in behaviours and attitudes of those young people in their care, and vice versa?

PowerPoint presentation Slide 12

- Explain that our past experiences in our lives in general have an impact on how we see things and therefore how we interpret experiences now. This affects our feelings. We all have feelings. No feelings are wrong. However, our responses to these feelings can be helpful or unhelpful. Our thoughts can have a powerful influence on our feelings and behaviours. This is the same for both adults and children. If we have an awareness of these in challenging situations we can respond in a rational and positive way.
Session 5: Life experiences activity

Refer to slide 13.
A final reminder of the importance relationships have in our lives. Reinforce that Support Staff often know the children better than anyone! Tell the participants that after the coffee break, they will be thinking about a person who has influenced them.

Resources required:
- Jamie’s story scenario cards (printed and copied from the Trainer’s resource document).
- PowerPoint presentation: slides 6-13.

Coffee Break (Approx 11.05 -11.30)
Session 6: Skills and qualities

Timings: 11:30-11:55

Aim
- To explore the skills and qualities required to work effectively with young people.

Room layout
The participants will split into groups of 4 then move seats back into a horseshoe for discussion.

Advice for Trainers
- Ask individual participants to identify a person who has been very influential in their life. It may be helpful for the Trainer to provide an example “for me it was, and why”. Refer to slide 14.

Skills and Qualities

Think about a person who has positively influenced or motivated or inspired you…

Try to identify the skills and qualities that this person has.
Session 6: Skills and qualities

- The participants will reflect on the skills and qualities of this person.
- In groups, the participants will identify skills and qualities required to be a good support worker. This exercise can be carried out in groups of 4 using the placemat (see Trainer’s resource pack and slide 15).

**Good support staff are…?**

**Placemat Activity**

1. In YOUR area, and on your own, **identify the skills and qualities necessary to be an excellent support assistant.**

2. As a group, share, discuss and agree on the top 6 skills and qualities from your group, write these in the middle box.
Session 6: Skills and qualities

• Once the groups of 4 have agreed on their top 6 qualities, these are written in the centre box of the placemat. These can then be fed back to the whole group and used in discussion with slide 16.

<table>
<thead>
<tr>
<th>Good support staff are:</th>
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<tbody>
<tr>
<td>• Open</td>
</tr>
<tr>
<td>• Fair</td>
</tr>
<tr>
<td>• Caring</td>
</tr>
<tr>
<td>• Enabling</td>
</tr>
<tr>
<td>• Assertive</td>
</tr>
<tr>
<td>• Enthusiastic</td>
</tr>
<tr>
<td>• Supportive</td>
</tr>
<tr>
<td>• Resilient</td>
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<tr>
<td>• Persistent</td>
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<tr>
<td>• Respectful</td>
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<tr>
<td>• Persistent</td>
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<tr>
<td>• Committed</td>
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<tr>
<td>• Trusting</td>
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<tr>
<td>• Encouraging</td>
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<tr>
<td>• Reliable</td>
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<tr>
<td>• Challenging</td>
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<tr>
<td>• Prepared</td>
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<tr>
<td>• Sensitive</td>
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<tr>
<td>• Listening</td>
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<tr>
<td>• Consistent</td>
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<tr>
<td>• Resourceful</td>
</tr>
<tr>
<td>• Engaging</td>
</tr>
<tr>
<td>• Have high expectations</td>
</tr>
<tr>
<td>• Flexible</td>
</tr>
<tr>
<td>• Humorous</td>
</tr>
<tr>
<td>• Creative</td>
</tr>
<tr>
<td>• Brave</td>
</tr>
<tr>
<td>• Patient</td>
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</tbody>
</table>

PowerPoint presentation Slide 16

• Using this list, participants will refer to the skills and qualities activity sheet (Participant’s Handbook page 3) and record 3 key strengths and an area which they would like to develop further.

• Allow participants time to reflect on these strengths and encourage feedback.

A “fun” alternative to the placemat format is to provide large sheets of paper on the floor. One participant from each group lies on the paper and an outline is drawn. The skills and qualities are then noted inside the outline leaving a space for the consensus top 6 qualities to be noted.

• Explain that in a number of cases the people who influenced us were not aware of the effect they had. If we think about the children we work with, we may be having an impact on them of which we are not aware. Every day support workers make a difference in children’s lives. They are a valuable resource in our establishments often having a wider experience of our young people in different settings than teachers have. It is important that they are aware of that and the skills and qualities that they bring to our educational communities.

Resources required:

• Skills and qualities activity sheet (Participant’s Handbook page 3).
• Placemat activity sheet (1 A3 copy per table).
• PowerPoint presentation: slides 14-16.
Session 7: Background and national educational policy context

**Timings:** 11:55-12:45

**Aims**
- To describe the context within which support workers operate both at a national and a local level.
- To provide participants the opportunity to explore their contribution towards fulfilling the requirements as laid out in legislation and national guidance.

This section outlines the national legislation that describes the core focus of our work including the “Standards in Scotland’s Schools etc. Act 2000”, “Curriculum for Excellence”, “Getting it Right for Every Child” and the “Children and Young People’s legislation”.

**Room layout**
The participants will split into groups of 4 then move seats back into a horseshoe for discussion.

**Advice for Trainers**
- Explain that there is a broad range of legislation and policy that creates the background and context for our work. It is important to understand that context as it has a direct impact on the work that we all do.

Refer to slide 17

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**Legislation**

Standards in Scotland’s Schools Act 2000:

- Education is to be directed to the development of the personality, talents, mental and physical abilities of the child or young person to their fullest potential.
- Learning abilities and life skills are both important and complementary.

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PowerPoint presentation Slide 17
Session 7: Background and national educational policy context

Standards in Scotland’s Schools etc Act 2000. This moves the emphasis away from the traditional approach to education. The Act clearly states that education is to be focused on the development of the whole child – personality, talents, mental and physical abilities – to their full potential. It places an emphasis on both learning abilities and life skills and highlights our role in the development of both of these. It emphasises the role we have also in supporting young people to develop the necessary skills to participate in our communities safely, positively and purposefully.

Refer to slide 18

**The vision for children**

- Curriculum for Excellence
- Getting it right for every child (GIRFEC)
- Children and Young People Legislation

**PowerPoint presentation Slide 18**

“The vision for children”. This is an overview of the main policies that influence our curriculum. Support staff may ask where they fit in. Support staff already do a great deal of work in the delivery of these policies to ensure that the vision for children in the 21st Century is fulfilled. The trainer should emphasise this. It should also be noted that the Children and Young People (Scotland) Act 2014 is the most recent development. This Act places a stronger emphasis on supporting children and improving their wellbeing; a fundamental shift in philosophy and approach from intervening only once a crisis has happened, to prevention and early intervention where appropriate and recognising the rights of the child as being of paramount importance to achieving the vision of improving life chances for all children and young people. (The activity relating to this section will consider CfE and GIRFEC)
Session 7: Background and national educational policy context

Children's Rights

All policies are founded in children’s rights

Scottish Government:

“Our ambition is for Scotland to become the best place in the world for a child to grow up. Recognising, respecting and promoting rights is essential if we are to make that vision a reality.”

Recognising and Realising Children’s Rights

PowerPoint presentation Slide 19

Children's rights. At this point, it is helpful to reflect that Scotland’s ambition is to become the best place in the world for a child to grow up and emphasise that all policies are grounded in children's rights. This is at the core of the Children and Young People (Scotland) Act 2014. The Scottish Government is committed to recognising, respecting and promoting children's rights as part of its wider commitment to improving life chances for all children and young people. The United Nations Convention on the Rights of the Child (UNCRC) lies at the heart of policy and practice.
Session 7: Background and national educational policy context

Refer to slide 20

**Curriculum for Excellence** was first published in 2004. It set out for the first time the values, purposes and principles for the curriculum for children and young people aged between 3–18. It embraces a wider definition of how and what children should learn and experience in their journey through their education. It also highlights the need to recognise a broader range of achievements. **Curriculum for Excellence** challenges all staff to extend their knowledge of the curriculum to embrace all experiences which promote effective learning. Learning can take place through different contexts, including the life and work of the school, interdisciplinary work etc. It also states that all learners have **entitlements** and included in these is the entitlement to **personal support**. The purpose of education is to enable all children and young people to develop abilities and the 4 **capacities**: to become **successful learners**; **responsible citizens**; **confident individuals**; and **effective contributors**.

![Curriculum for Excellence diagram](image-url)
The Getting it right for every child approach has been built from the UNCRC. It is about how practitioners across all services for children and adults (multi-agency working) meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- enables children and young people to get the help they need when they need it.
- involves working better together to improve life chances for children, young people and families.

The wellbeing of children and young people is at the heart of Getting it right for every child. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the ‘four capacities’, which are at the heart of the Curriculum for Excellence.

- The eight indicators of wellbeing are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- These are the basic requirements for all children and young people to grow and develop and reach their full potential. They are shown in the diagram (refer to slide 21) which we call the ‘Wellbeing wheel’.
Session 7: Background and national educational policy context

Refer to slide 22

Getting it right for every child - GIRFEC

When working with children or young people, the My World Triangle is used at every stage to think about the whole world of the child or young person. The area we are most concerned with is on the right hand side of the triangle and gives an indication of how support assistants can help. You may want to take a few minutes to reflect on the following questions. – What do the children and young people in my class(es) need from me to thrive? What do I do now? What else do I need (to do)? It may be helpful to link back to the “Jamie” exercise.

Activity – Curriculum for Excellence and Getting it right for every child – How do you deliver this on a daily basis?

Place 4 flip charts at four tables. Each flip chart has one of the 4 ‘capacities’ on it.

Refer group to their Participant’s Handbook pages 4-8 for examples and further information.
Session 7: Background and national educational policy context

Successful Learner – e.g. to:
- encourage children in their learning;
- break down tasks into manageable chunks;
- praise children for the individual steps they take towards completing a task;
- support a child with reading;
- help children to learn to work independently;
- help children to use a computer.

What do you do?
How do you do it?

Responsible Citizen – e.g. to:
- encourage and foster respect for others;
- talk about your experiences of the world;
- encourage children to be able to:
  - make good choices;
  - talk to each other positively;
  - play well together;
  - do things for themselves.

What do you do?
How do you do it?

Confident Individual – e.g. to:
- encourage children to be healthy;
- help a children to think positively;
- support children to learn to ask for things in the right way;
- support children manage themselves positively;
- encourage children to have self awareness;
- encourage children to have ambition.

What do you do?
How do you do it?

Effective contributor – e.g. to:
- encourage children to work as part of a team;
- encourage children to take turns;
- encourage children to share things;
- work with children on problem-solving activities.
Session 7: Background and national educational policy context

What do you do?
How do you do it?

- Split the participants into 4 groups around the flip charts.
- Explain that they will have approx. 5 minutes at each flip chart to explore and jot down things that they do on a daily basis that support the delivery of the Curriculum for Excellence. Participants will spend 5 minutes on each of the capacities and add their suggestions to those written by the previous group. This process continues until each of the four groups has visited each of the flip charts.
- Refer staff to page 8 of Participant’s Handbook and ask participants to revisit the flip chart sheets and add in any indicators (in a different coloured pen) which correspond to the entries relating to their contribution to delivering CfE.
- Display the completed charts on the wall so that the participants can consider them. Explain that these represent a bank of strategies used currently in Scotland’s classrooms. Photographs of the completed sheets can also be taken for distribution after the training.
- Emphasise that they each have important contributions to make in the delivery of Curriculum for Excellence and Getting it right for every child.

Resources required

- 4 Flip chart sheets with Curriculum for Excellence capacity headings.
- Sheets with examples of how support staff can help children develop the capacities (in Participant’s Handbook).
- Sheets with a copy of the wellbeing wheel and wellbeing indicators (in Participant’s Handbook).
- Coloured pens – 5 colours. One for each group for the CfE part of the exercise and one other colour for the Wellbeing indicators exercise.
Session 8: Reflective summary

Timings: 12:45-13:00

Aims

• To reflect on the morning’s activities.
• To give participants the opportunity to revisit any areas and ask any questions.

Advice for Trainers

• Keep this as brief as possible whilst allowing people to ask any questions.
• Invite the participants back together as a group and encourage them to share any questions or thoughts that they have at this point.

No resources required.

Lunch (13:00 – 14:00)
Session 9: Teams and teamwork

Timings: 14:00-14:30

Aims

- To introduce the notion that support staff work as members of several teams.
- To help support staff realise that different people have different strengths, different skills and different qualities and that they are equally important.

Advice for Trainers

- Explain that a team is when two or more people get together to achieve a common goal. The Collins English Dictionary defines a team as: “a group of people organised to work together”. An individual does not deliver *Curriculum for Excellence* or GIRFEC. It is progressed through a range of different people working together – teaching and support staff. To do this we need teamwork.

Refer to slide 23

### Teams

Different types of teams:

- Support Staff Team
- Class Team
- Pupil Support Team
- Whole School Staff Team
- Support for Learning Team
- Team around a child

PowerPoint presentation Slide 23

Examples of teams in educational establishments. Explain that there are a number of teams that support staff work in and different people have different roles in different teams.

**Activity**

- Ask delegates to identify the teams that they work in.
- Ask them to choose one example and in pairs share with a partner the key players within that team.
- Invite delegates back together and ask for feedback to the whole group regarding who the key players are within each team.
Session 9: Teams and teamwork

- Explain the notion of teamwork – that all players are equally valued and have shared responsibility. Everyone has different skills and strengths as we discovered earlier this morning. In order to work effectively as a team we need a range of complementary skills. Teamwork will help to achieve the common aims for our children and young people. Emphasise that Support Assistants are really valuable in communicating information informally as they know their children well. It may not be formal but it’s still teamwork!

Activity “Birthday line”

- Birthday line: explain that you are going to ask them to complete a task but they cannot move from their seat until you tell them, and they cannot talk until you tell them. Ask the group to form a line in order of their birthdays, indicate where in the room January would be. They have three minutes to complete the task without talking.

- Reinforce the importance of working as a team, illustrating what would have happened if they had not all been pulling in the same direction.

Refer to slide 24

Teamwork

An understanding of individual approaches can support team creation and team working by:

- Improving communication
- Identifying individual and team strengths and challenges
- Helping people to value the strengths of others
- Clarifying team behaviour
- Helping to match tasks to people
- Predicting potential problem areas
- Helping deal with conflict
- Improving the way the team solves problems

PowerPoint presentation Slide 24
Session 9: Teams and teamwork

Refer to slides 25 and 26

PowerPoint presentation Slide 25

Together we can achieve so much more…

PowerPoint presentation Slide 26

Emphasise that “you’re not on your own”.

Resources required:
• PowerPoint presentation: slides 23-26.
Session 10: Sharing experiences, building skills

Timings: 14:30-15:00

Aims
• To consolidate and consider how participants can build upon their knowledge.
• To consider potential, practical strategies in managing behaviour.
• To share individuals’ experiences and how they have responded to challenging situations.

Advice for Trainers
• Trainers should explain to the participants that over the course of the day they have had the chance to consider the behaviour of young people in schools and the factors which influence these behaviours. We will now consider how this knowledge can be put into practice and have a positive impact upon their work with young people. Participants will be encouraged to share their experiences and how they managed challenging situations.

Refer to slide 27.

PowerPoint presentation Slide 27

Refer to activity sheet For Goodness Sake from the Participant’s Handbook. Ask participants to find a partner and then to identify their ‘button pushers’, the behaviours they come across on a daily basis.

• Take feedback from the participants – this will include opportunities to share effective practice in managing challenging behaviours / button pushers.

Resources required
• “For Goodness Sake” sheet (Participant’s Handbook page 9).
• PowerPoint presentation: slide 27.
Session 11: Re-cap and preparatory task

Timings: 15.00-15:15

Aim
• To bring Day One of the programme to a formal close by recapping briefly on the content covered over the course of the day.

Advice for Trainers
• Thank course participants for their contribution and briefly talk about the main points covered over the course of the day.
• Preparatory task for Day Two. Refer to slide 28 which outlines task and gives a few examples. Pro-forma for activity can be found on page 10 of the Participant’s Handbook.

Preparatory task for Day 2

John is running along the top of the school wall again although you have told him several times to stop.

or

Amy is crying again saying that no-one will play with her, despite the fact that you gave organised a ‘playground pal’ for her.

Think of a situation from your own experience.
Note it down and bring it with you tomorrow (think of the ‘button pusher’ activity).

PowerPoint presentation Slide 28

• Close the day by asking each participant to think of one word to describe their view of today’s training programme. Ask each individual to feed this back.

Resources required
• PowerPoint presentation: slide 28.
Session 5: “Life experiences activity”

Jamie’s Story – scenario cards

For each group: print the following sheet and cut up into small cards – one box per card. Shuffle and place in an envelope.

START CARD – Jamie is 11 years old and in first year at high school. He is a boy who likes to please and wants to do well.

Jamie’s mum has an alcohol and drugs problem.

Jamie’s mum threw a party the previous night. It went on till 6 a.m. When Jamie woke up at 8.30 his mum was asleep on the living room floor.

Jamie couldn’t find anything for him and Stacey, his 4-year-old sister, to eat. He found some money and ran to the shop to get a roll for her.

Jamie got Stacey up, washed, dressed and fed before taking her to nursery.

Jamie was late getting Stacey to nursery and got frowned at by the nursery staff who asked him where his mum was.

When Jamie gets to his next class he remembers that he is getting a test and he couldn’t revise last night.

END CARD – Jamie sits at his desk and refuses to do the test.

At the tuck shop his teacher called him over to ask where he had been. The teacher said that if he could be bothered getting to class in the morning he would do better at school.
Session 6: “Skills and qualities”

Session 6 – Placemat activity

For each group: enlarge the following sheet to A3 size and print a copy for each group.