

Training Guide

For those working with children and families in Scotland

January - June 2012



Children in Scotland is a registered CPD provider with Learning and Teaching Scotland

Children in Scotland
every child - every childhood



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Event Calendar

Date	Event	Categories							Page	
		GIRFEC	Behaviour Management	Practitioner Skills	Working with Families	Curriculum for Excellence	Child Protection	Additional Support Needs		Resilience and Wellbeing
12 Jan	Cognitive Exercises for Working with Challenging Young People		●	●				●		8
24 Jan	Child Protection for Managers and Designated Persons			●			●			10
26 Jan	Planning for the Unexpected			●		●				21
8 Feb	Nature Kindergartens: making a start							●		16
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Prices start from £85 – see page 22 for prices and discounts

Book at www.childreninscotland.org.uk/events or see page 23

Event Calendar

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		GIRFEC	Behaviour Management	Practitioner Skills	Working with Families	Curriculum for Excellence	Child Protection	Additional Support Needs		Resilience and Wellbeing
4 May	Working with ADHD and the Autistic Spectrum - Present Practice and New Developments						●			14
9 May	Child Protection: the use of technology, internet and social media		●				●			10
10 May	Working with Parents				●					13
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18 May	Kid's Talk? Communicating Effectively with Children under 7			●			●			11
22 May	An Introduction to Child Protection Procedure						●			11
23 May	Curriculum for Excellence – Developing Skills for the 21st Century					●				6
24 May	Group Work with Young People			●						20
29 May	The Cycle of Observation, Assessment and Planning			●						7
30 May	Building and Supporting Self Esteem			●				●		19
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12 June	Introduction to the Children's Hearings (Scotland) Act 2011							●		15
14 June	Cognitive Exercises for Working with Challenging Young People		●					●		8
15 June	Managing Very Challenging Behaviour		●					●		15

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Children in Scotland are committed to providing high quality training across the whole of the children's sector.

About us:

- we have more than 20 years experience helping organisations meet their training needs
- for over 25 years we have played a key role in policy, legislation and all aspects of service provision
- we select our tutors for their experience, qualifications and innovation and working with a network of expert professionals and organisations, we can always find the best person for the job.


Why our training is right for your staff


Our courses:

- highlight current key issues and changes in legislation. We can ensure that practitioners stay ahead of the curve
- offer delegates the chance to share knowledge and good practice with others
- analyse and examine implications for new research and debate policy issues
- have an inclusive approach covering statutory, independent and voluntary sectors.

How to Book:

 Online at www.childreninscotland.org.uk/events

 Telephone 0131 222 2446

 Complete and return the form on page 23 to: Training, Children in Scotland,
Princes House, 5 Shandwick Place, Edinburgh EH2 4RG

 Fax your booking form to 0131 228 8585

Children in Scotland is a registered Continuing Professional Development (CPD) provider with Learning and Teaching Scotland and is registered with Learndirect Scotland. We provide all training participants with an attendance certificate.

Prices start from £85 – see page 22 for prices and discounts

Children in Scotland can design and deliver a personalised training package specifically tailored to meet your needs and budget. Working with our network of expert tutors, we can deliver a range of topics to your staff at your chosen location.

How it works:

Initial consultation – your requirements will be discussed with a member of our dedicated events team. If you have a particular topic in mind but can't find a course to fit, we can help design a programme to fit your learning objectives

Cost – following the initial consultation we will put together a quote. Our training is charged per course rather than per delegate, which makes it a more cost effective solution for larger groups

Coordination – our events team will coordinate all aspects regarding organisation of the event including tutor communication, delegate materials and evaluations

Delivery – training is delivered at your chosen venue. All course participants will receive an attendance certificate and we will carry out a post event evaluation with you.

From only £50 per person per day.

Training options:

As well as courses featured in this brochure, we can also offer subjects including:

- Substance abuse
- Implementing the Early Years Framework
- Children's rights
- Preparing for inspection
- Partnership working
- Managing meetings
- Participation
- Other children's workforce CPD

To discuss bespoke training options which best fit your needs and budgets, please contact our events team on 0131 222 2446 or email inhouse@childreninscotland.org.uk.

Bespoke training from £50 per person

Curriculum for Excellence: transitions from school

The support of young people in their transition from school settings to employment, training or further education opportunities will be considered and examined during this workshop, particularly those in need of developing More Choices and More Chances. Delegates will be supported and challenged to consider how the implementation of Curriculum for Excellence can facilitate positive approaches to the transition process as an integral part of learning for all young people as they progress through the school experience. Delegates will engage in a range of interactive activities that will stimulate the development of a range of practical options that may be considered for implementation at local level. The tutor is former Senior Advisor, Determined to Succeed Team, Scottish Government.

Learning objectives:

- gain an overview of the concept of 'successful transition' as we move forward in the early part of the 21st century
- start to develop solutions to the issues and challenges that affect successful transition
- give consideration to case studies of transition in the context of Curriculum for Excellence
- look ahead and in determine actions that might be undertaken.

See also page 17 Taking the Curriculum for Excellence Outdoors

Curriculum for Excellence: developing skills for the 21st century

This workshop will energise and focus delegates on practical means of supporting young people to develop skills that are fundamental for learning, life and work in the 21st century.

Delegates will explore the innovative and creative approaches being undertaken in the implementation of Curriculum for Excellence to establish contexts that will develop skills as an integral part of learning for all young people as they progress through the school learning experience. The workshop will be presented through a range of activities that will be high paced, interactive and use a range of media.

Learning objectives:

- gain an overview of the concept of skills' as defined within Curriculum for Excellence
- examine the place of 'higher order skills' within the curriculum
- analyse and look at proposed solutions of the issues and challenges that affect successful skills development
- get an overview of approaches being adopted within Scotland
- be presented with an approach that may solve practical issues of skill development in curriculum areas – getting back to basics – literacy, numeracy, health and well-being, enterprise and employability
- look ahead and determine actions that might be undertaken through the application of relevant research evidence.

Tutor:	Bob McGowan
Date:	23 February
Location:	Edinburgh

Tutor:	Bob McGowan
Date:	23 May
Location:	Edinburgh

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The Cycle of Observation, Assessment and Planning:

Supporting implementation of Pre-Birth to Three and early level Curriculum for Excellence

'Skillful and purposeful' observation, planning and assessment is key to successful implementation of both Scotland's pre-birth to three guidance and the early phase of Curriculum for Excellence.

When time is so precious, how can you ensure that the process of observation, assessment and planning is valued? How can you build in time to carefully observe children's behaviours, gestures and actions, know which are significant, think deeply about what you see and use this knowledge to shape planning? How can you ensure these observations are discussed in a meaningful way with parents?

The day will take a common-sense and practical approach to ensuring that the cycle of observation, assessment and planning becomes a meaningful part of the daily/weekly routine, and achieves better outcomes for young children. Suitable for staff at all levels.

Learning objectives:

The overall objective is how to integrate skillful and purposeful observation, assessment and planning into the daily/weekly routine. The day will focus on how to:

- build time in for observation
- understand what to observe/what is significant
- use this knowledge to shape planning and achieve more effective outcomes for children
- discuss observations with parents in a meaningful way.

The content will be consistent with Scotland's pre-birth to three guidance, Curriculum for Excellence and the SSSC's Care Standards.

Tutor:	Chris Miles
Dates:	29 May
Location:	Edinburgh

Understanding Mental Health and Well being

This introductory workshop will provide an introduction to mental health and wellbeing when working with children and young people. It will allow participants the opportunity to gain knowledge, share experiences, discuss issues of common concern and compare and contrast models of practice.

Learning objectives:

- an awareness of different models and approaches to mental health
- practical ideas for promoting mental health and well being in a variety of settings
- insights into causal factors and understanding the experience of mental health problems
- personal and group stress management techniques
- developing an action plan for participants' own practice and organisation.

Tutor:	Peter Robinson
Dates:	22 March
Location:	Edinburgh

Prices start from £85 – see page 22 for prices and discounts

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Cognitive Exercises for Working with Challenging Young People

A child who has never been comforted or soothed will not understand what relaxation means or what it means to relax. But through using a programme of exercises which are enjoyable and fun, children can be helped to do just that.

This workshop will enable staff to encourage the use of systematic mental activity through a structured programme of exercises to help children relax, concentrate better, understand and process emotions and begin to self manage some of the stress which causes so many behavioural problems.

The term 'neuroplasticity' is becoming increasingly familiar to those who work with children. It means that the brain is not 'hard wired' but is plastic or malleable – its circuitry can be changed. Cognitive therapies involve using our thinking brain to bring about changes in our emotional states and resulting behaviours. Systematic mental activity (through the structured use of exercises) has been shown to be capable of altering the structure of the brain in therapeutic and healing ways.

The workshop is practical and experiential; participants will work on a range of exercises based on cognitive approaches and what has come to be known as 'mindfulness'.

The programme will cover exercises which:

- help children understand the difference between tension and relaxation
- help children improve concentration and lengthen their 'focus time'
- help children develop empathetic skills
- teach children 'cooling down' and calming exercises
- teach children the use of visualisation techniques.

Tutor:	Stan Godek
Dates and Locations:	12 January, Edinburgh 14 June, Glasgow

Building Attachment: theory into practice

Attachment theory offers a universal approach to understanding child and human development from conception to adulthood. The rapidly growing body of research informed by attachment theory demonstrates the impact of relationships in the early years on neuropsychological, emotional, cognitive and social development across the life span.

This workshop offers participants an understanding of secure, insecure and disorganised attachment and, from this understanding, ways of working with and caring for children who have experienced loss, separation, abuse and neglect: children who often consider themselves unlikeable and even unlovable.

The day will be a mix of input, individual and group exercises and small and large group discussion. It is suitable for all professionals and carers who work with children and families.

Learning objectives:

- examine the process of secure attachment
- gain an increased recognition of how children feel and behave when they have experienced adversity in the early years
- examine insecure and disorganised attachment and the behavioural indicators of distress
- learn how to support and care for children who have faced adversity and assist them on their path to recovery
- learn the qualities of the skilled helper.

Tutor:	Edwina Grant
Date:	21 March
Location:	Glasgow

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Helping Children Cope with Loss

When children experience loss of any sort they grieve. The loss can be due to a death in the family, divorce of parents or absence of a parent, member of the family, a close friend or even a pet due to circumstances beyond their control.

Children deal with grief in the same way as adults but because they often don't show it or show it in inappropriate ways it may go unrecognised. Their distress, which they may not understand, is often manifested in behavioural problems - withdrawal, anger, depression, aggression and other challenging behaviours - that can be manifested in the home and school life and wrongly interpreted.

This participant led workshop will explore how to recognise grieving in youngsters and stop them becoming casualties of family turmoil.

Learning objectives:

- examine the process of normal and complicated grieving in all individuals
- learn how to identify the often challenging behaviour in children, as they seek to understand their emotions
- gain practical ways of unburdening youngsters and listening to them effectively
- understand the long-term effects of unresolved grief.

Supporting Children with Attachment Issues

Attachment is the tie or bond of affection which forms between the child and his or her main carer. Insecure attachments leave children vulnerable and their development processes are incomplete when they reach school age impacting on those adults who are responsible for their care and education.

We Can and Must Do Better (2007) stresses the aim of the Scottish Government to improve outcomes for looked after children, and school establishment inspections will evaluate the degree to which such improvements have been achieved.

Learning objectives:

- explore infant attachment and the impact of insecure attachment on future relationships
- look at the importance of good quality parenting
- gain an understanding of the challenges of supporting and including children with attachment issues on a day to day basis
- examine how to establish a holistic behaviour management approach to promote mutual respect, cooperation and responsibility
- explore how play, music and art therapy can be used to assist the young person work through their difficulties.

Tutor:	Gina Rotherford
Date:	16 May
Location:	Edinburgh

Tutor:	Gerry Shields
Date:	6 June
Location:	Edinburgh

Prices start from £85 – see page 22 for prices and discounts

Child Protection for Managers and Designated Persons

This training offers participants the opportunity to examine the various roles and responsibilities of designated persons for child protection within the context of national policies and frameworks. Participants will explore key themes around the role of the designated person for child protection: policy, referral procedures, support to staff, and best practice in safeguarding children and young people.

The workshop will include the key pieces of child protection legislation and current national policy developments and their implications for participants' own work, making reference to GIRFEC and risk assessment, Equally Well and the Early Years Framework.

Learning objectives:

- examine the contribution participants can make to the protection of children in their working environment and more generally
- establish what a 'safe organisation' is
- learn how to support a member of staff
- reporting concerns and how to record a disclosure
- identify appropriate and effective systems of referral to the statutory child protection agencies
- reflect on the value and role of a designated person for child protection within an organisation
- be aware of the systems for storing information and improve confidence regarding confidentiality
- identify any existing barriers (personal, institutional and societal) to the effective implementation of child protection policy
- understand the role of the designated person for child protection in relation to safe recruitment and the PVG scheme.

Child Protection: the use of technology, internet and social media

The internet is such an integral part of children and young people's lives and it opens up so many educational and social opportunities, giving them access to a world of information and experiences. As technology advances, the ways in which we communicate, receive and send information constantly change. This provides a great opportunity for organisations to promote their activities and communicate easily with members but it can also put children and young people at considerable risk, which is why safeguards must be put in place.

Whether on a computer at school, a laptop at home, a games console or mobile phone, children and young people are increasingly accessing the internet whenever they can and wherever they are. As you would protect children and young people in the real world, you will want to make sure that they are safe whatever they are doing.

Workshop aims:

- to raise awareness of the risks to children and young people including online bullying, being sent offensive or inappropriate materials, access to pornography, grooming for sexual abuse and contact with children by adults with questionable intent
- to explore how organisations use technology (texts/emails/social media) as a means of communication and promotion and consider potential risks and safeguards.

Tutor:	Maureen Wylie
Dates and Locations:	24 January, Edinburgh 24 April, Glasgow

Tutor:	Maureen Wylie
Date:	9 May
Location:	Edinburgh

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Kid's Talk? Communicating Effectively with Children under 7

The Early Years Framework indicates that a large part of the pattern for our future lives is set during the earliest years. Focusing on verbal skills as well as creative methods, this essential workshop will explore how we can communicate more effectively with young children. Interviewing young children is a skill which is required in child protection contexts, but it is rarely taught. Firmly placed within the context of GIRFEC and based on theories of child development and speech and language development, this workshop will share real life examples of good practice, explore new ways of communicating and will enable practitioners to understand and meet their legal obligations to support this communication.

Learning objectives:

- an overview of a child's development in the early years
- gain understanding of speech and language development in the early years
- practice listening and questioning skills using scenarios
- learn to use tools to enhance communication and involve children in decisions that affect them
- understand how to teach children language to
- understand and express their own emotions.

An Introduction to Child Protection Procedure

This essential workshop for practitioners explores the steps organisations should take where there are concerns that a child could be at risk of harm or abuse. It explains where the recommended procedures come from and why organisations should endeavour to follow them if they are to make an effective contribution to the protection of children, and looks at the Scottish Government's child protection reform programme and key related publications.

Learning objectives:

- to develop an awareness of relevant legislation and define the role of the child protection agencies
- understand the nature and classification of abuse
- understand how concerns about abuse usually come to our attention and how they should be managed
- understand the role of a designated person for child protection and internal and external referral procedure
- gain knowledge of good practice in relationships with parents and carers.

The workshop will be supported by a comprehensive resource pack.

Tutor:	Evelyn Vrouwenfelder
Date:	18 May
Location:	Edinburgh

Tutor:	Campbell Bell
Date:	22 May
Location:	Edinburgh

Prices start from £85 – see page 22 for prices and discounts

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Getting it Right for Every Child

GIRFEC and Culture Change

A participatory approach to culture change will give a clear understanding of GIRFEC's values, principles, practices – and of the meaning behind 'Getting it right'.

A high level of awareness and self-awareness is key to developing our practice. Current system and practice changes will be explored through the lens of culture change and personal vision. Exploring resistance to change aims to strengthen our capacities for working with – and valuing – difference. We will benefit from dialogue with colleagues from differing professional backgrounds. A deepening of understanding and a reciprocal exchange of perspectives will enhance *all* of our working relationships - with our peers and colleagues, as well as with children and their parents/carers. The tutor is Voluntary Sector Lead for GIRFEC in Edinburgh Implementation.

Learning objectives:

- gain practical knowledge of the GIRFEC approach, its principles and values
- participate in a shared learning experience, based around participants' own practice environment and in the context of inter-disciplinary working
- understand the roles of Named Person and Lead Professional, in the context of Scottish Government and Local Authority decision-making
- consider the concept of cultural change at agency and at professional/personal levels, exploring individual roles and personal possibilities for growth
- increase self awareness and explore our part in 'resistance' as a human response to change explore GIRFEC implementation in terms of strategic management issues, support structures and implications for children, young people and their families.

Inclusive Practice and the Equalities Act

This training course will provide an understanding of how the Equality Act (EA) affects those working with children and young people. How can staff fulfill their duties under the Act as well as embed this as a strong and positive attitude to inclusion? This course will help to unpick the issues and explain in simple terms what you need to do to comply with the EA.

Learning objectives:

- understand the key changes in the new Equality Act 2010
- examine what equality law means for schools and education providers and what is unlawful in the act
- gain an overview of key concepts in the act
- look at what 'reasonable adjustment' is?
- Learn how to do impact assessments on establishment policy with reference to the act
- examine dispute resolution and enforcement.

Tutor:	Marilyn Nicholl
Date:	14 March
Location:	Glasgow

Tutor:	Gerry Shields
Date:	3 May
Location:	Edinburgh

Prices start from £85 – see page 22 for prices and discounts

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Working with Families

Kitbag for Families

Kitbag for Families is an approach and a set of resources to help children grow up calm and confident, building relationships in families of all shapes and sizes. Developed by health professionals and award-winning designers, Kitbag for Families can be used from the age of three to adulthood. It would be an especially useful tool for those working with families experiencing turmoil or coping with distressing events as it helps facilitate individual expression as well as encouraging cohesiveness. However, any worker involved with children and/or families trying to navigate changes would find it helpful.

This half-day introductory training session is for those who would like to learn more about Kitbag for Families, its background philosophy, its contents and how to use it.

Learning objectives:

- become familiar with some of the thinking and influences which shaped the concept of kitbag
- be given a brief 'tour' of the various elements and some guidance on how they might be used
- experience personally the power of certain elements
- be encouraged to work collectively and creatively on extending the initial ideas to suit their client group
- share thinking and the possibilities for development and practice among the whole group
- be asked to use kitbag with a client or client group and feedback findings.

All participants will be offered a free Kitbag for Families on the day, which they can use in their work.

Working with Parents

Working with parents and other caregivers is central to ensuring good outcomes for children and young people both in a social and educational context, but many workers find it difficult, frustrating or prone to conflict. One of our most popular courses, this training will explain how involving parents can have far reaching implications for the whole family and examine ways of overcoming barriers faced by both practitioners and parents.

Learning objectives:

- appreciate the barriers which deter parents from engaging in services
- examine connecting with younger parents – positive models
- learn about promoting secure attachment
- gain confidence working with angry or aggressive parents – avoiding/resolving conflict
- gain strategies for working with uncooperative or 'silent' parents
- examine the effect of parental behaviour on children
- learn strategies for engaging with and involving fathers
- be able to start creating cooperation and encouraging change.

Tutor:	Joanie Robins
Date:	27 March (1/2 day pm)
Location:	Edinburgh

Tutor:	Stan Godek
Date:	10 May
Location:	Glasgow

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Additional Support Needs

An Introduction to Working with ADHD and the Autism Spectrum

Attention deficit hyperactivity disorder (ADHD) and autism spectrum disorders (ASD) are two of the most commonly diagnosed childhood disorders. This introductory workshop is designed for those who want to expand their knowledge of working with children and young people with these disorders and will look at a range of approaches for understanding and addressing their needs.

Learning objectives:

- to understand definitions of ADHD and ASD
- gain an outline knowledge of schools of thought about treatment and behaviour management
- improve awareness of communication issues for carers and professionals
- examine recent case studies
- learn how to identify useful networks to discuss planning for the future
- gain an ability to set manageable goals and construct action plans.

Working with ADHD and the Autism Spectrum - Present Practice and New Developments

Intended for those who have attended *Introduction to working with ADHD and the Autistic spectrum* or who work regularly with these groups of children and young people and their carers, this training session will examine recent developments in research and more advanced techniques for working with these groups of young people and the challenges they can present.

Attendees will benefit from the opportunity to share their own professional experiences and knowledge and to exchange ideas.

Learning objectives:

- examine a range of present practices
- gain an overview of schools of thought, treatment and behaviour management
- learn a range of positive responses to the challenging behaviours these conditions can present
- review recent research on these conditions and its implications for practice
- look at what helps families and carers and how we can contribute to this plan our future practice

Tutor:	Peter Robinson
Date:	27 February
Location:	Edinburgh

Tutor:	Peter Robinson
Date:	4 May
Location:	Edinburgh

Prices start from £85 – see page 22 for prices and discounts

Book at www.childreninscotland.org.uk/events or see page 23

Additional Support Needs

Introduction to the Children's Hearings (Scotland) Act 2011

This training offers an opportunity to consider the implications of new Children's Hearings (Scotland) Act 2011 and to learn about the new structures, rules and systems being introduced by the legislation.

Scotland is immensely proud of the Children's Hearings System and it is an integral part of the work to improve outcomes for all children and young people in Scotland. This new Act strengthens and promotes children's rights putting the child at the centre of the hearings system.

The Scottish Government is working to a target of September 2012 for implementation of this new Act so this training sessions provides well timed and pre-emptive overview.

Learning objectives:

- increased understanding and awareness of the legal framework of the hearings system
- have an overview of the Children's Hearings (Scotland) Act 2011
- be aware of the changes introduced by the Act, particularly in relation to the grounds of referral, advocacy support, the definition of relevant person, and the impacts in later life of accepting offence grounds, for example in relation to disclosure certificates
- have a basic knowledge and understanding of the changes in legislation and the impact on existing law
- be familiar with new roles, responsibilities and resources.

Managing Very Challenging Behaviour

There are many children and young people who, for one reason or another, find it hard to settle to learning and other activities because of behaviour difficulties. These children challenge the authority of staff and carers. They arouse in us all a mixture of feelings: frustration, helplessness, hopelessness and sometimes despair. The vast majority of staff want to help youngsters to learn how to behave appropriately because so often difficult behaviour prevents them from learning and participating.

Challenging behaviour is not a new problem, neither is it a problem that is going away, but it can be made easier by having the skills and confidence to minimise the impact of the difficulties, change disruptive behaviour and maintain control. This workshop offers two interrelated approaches to getting ahead of the challenge and managing challenging behaviour and is suitable for all professionals who work with children and young people.

This workshop offers two interrelated approaches:

Proactive Responses:

- relationships
- types of difficulties and their triggers
- control techniques
- positive predictable routines
- coaching through difficult times

Reactive Responses:

- crisis plans
- win-win outcomes
- identifying manageable and unmanageable situations
- 'what ifs....?'

Tutor:	Jon Bolton
Date:	12 June
Location:	Edinburgh

Tutor:	Morag Martindale
Date:	15 June
Location:	Edinburgh

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Nature Kindergartens: making a start

It is widely accepted that unstructured outdoor play improves children's physical and emotional development, mental well being, social skills and opportunities for creative learning.

Between 2006 and 2008 almost eighty nature kindergartens were developed in schools in Fife where children go out into woodland, forest or foreshore on a regular basis.

This half-day workshop will be facilitated by Chris Miles, who was instrumental in developing this initiative in Fife and who was recently awarded an MBE for services to Education and Young People. At the end of the day participants will go home determined to make something happen, and confident of their ability to do it!

Learning objectives:

- gain some philosophical background to children and nature
- explore some of the perceived barriers to taking children into nature
- understand the role of the outdoors in growing imagination and resourcefulness
- get practical ideas on how to get started
- examine the role of the adult.

Transforming Early Years Spaces on a Shoestring

A quality environment for children's development cannot just be bought 'off the peg'. Enriching children's learning environments takes careful planning and consideration of the whole needs of the child both physical and emotional. A balance between simply providing new equipment on a regular basis and integrating this within a philosophy of development is required. The tutor was pre-school education coordinator at Fife Council and was recently awarded an MBE for services to Education and Young People.

This half-day workshop will give participants an understanding of what is, and what is not, required to provide rich and meaningful early years experiences, and provide ideas as to how to achieve this.

Learning objectives:

- get back to a deeper understanding of children and their needs
- draw on your own experience and memories of childhood and play
- look at how children respond to the kind of environments we create and what we can achieve
- plan what you can do next in their own practice.



Tutor:	Chris Miles
Date:	8 February (1/2 day am)
Location:	Edinburgh

Tutor:	Chris Miles
Date:	8 February (1/2 day pm)
Location:	Edinburgh

Prices start from £45 – see page 22 for prices and discounts

Book at www.childreninScotland.org.uk/events or see page 23

Taking the Curriculum for Excellence Outdoors

A classroom is just a room - you don't have to have your lessons there and you can often bring lessons alive by stepping outside its four walls. The Curriculum for Excellence encourages you to teach in exciting and creative ways and states that outdoor experiences provide "relevance and depth to the curriculum in ways that are difficult to achieve indoors". With over 20 years experience we can give you ideas to take all areas of the curriculum outside - whatever age or topic. The training will be a mixture of discussion, practical activities, sharing ideas and a chance for you to plan how to implement this at your school.

The training delivered by Grounds for Learning is for teachers and support staff who work with primary aged children in schools. The workshop will cover ideas that can be adapted for any age of topic within P1-P7.

Learning objectives:

- explore the reasons for taking learning and teaching outdoors - how it can benefit both pupils and teachers
- try out simple, cost effective, tried and tested lesson ideas to bring all areas of the curriculum to life - not just the usual suspects!
- look at how other schools have taken lessons outdoors - across topics and age groups
- share ideas and good practice and start to prepare a lesson to take back to your own school - looking at planning and evaluating learning outdoors.

Since parts of this training take place outdoors, please wear suitable clothing.

Dealing with Conflict, Anger and Aggression (over 12s)

Starting with adolescence as a concept, young people's perception of the adult world and the potential for conflict and confrontation with authority, this training will explore strategies for communicating effectively with young people who display anger, aggression and/or challenging behaviour. The workshop will place an emphasis on de-escalation strategies in dealing with challenging behaviour.

Learning objectives:

- to examine sources of conflict in adolescence and perceptions of authority
- to develop an understanding of adolescence and how to communicate with angry or aggressive young people
- examine the nature of aggression and how best to respond
- analyse challenging behaviour and developing strategies for coping and bringing about change
- look at personal safety planning and risk assessment
- identify tools for coping.

Tutor:	Caroline Standing
Date:	27 April
Location:	Edinburgh

Tutor:	Stan Godek
Date:	29 February
Location:	Edinburgh

Book before 17 February and get 10% off all training

Book at www.childrenscotland.org.uk/events or see page 23

Dealing with Conflict, Anger and Aggression (6-12s)

Considering ways of working with children who are angry, aggressive or who display other types of challenging behaviour, this training workshop will offer an opportunity to develop an understanding of the communicative function of some behaviours and why some children behave as they do. There will be an emphasis on strategies for negotiation and de-escalation in difficult situations and promoting positive models of behaviour.

Learning objectives:

- examine challenging behaviour in the workplace and feelings generated by anger and aggression
- develop an understanding of why children become aggressive or display challenging behaviour
- explore functional analysis as a method of interpreting the communicative function of challenging behaviour and developing strategies for change
- identify risk assessment and coping techniques.

Working with Anger and Aggression in Adolescence: intermediate level workshop

This intermediate workshop is intended for those who have already attended behaviour management training or who are experienced in using behaviour management skills in their day-to-day work. It will explore ways to work with young people whose behaviour creates a barrier in social and learning relationships and examine adolescence from both a theoretical and applied perspective. Participants will gain a deeper understanding of the functional nature of behaviours that we consider challenging, and identify positive ways of responding. We will look at what is happening during adolescence in terms of emotional and psychological development and how this is affected by experiences in childhood.

Learning objectives:

- look at attachment in adolescence and the impact of childhood experience
- understand insecure attachment types in adolescence – anxious and avoidant
- examine brain development in adolescence – a window of opportunity
- consider role confusion and conflict
- gain an understanding of aggression and the absence of empathy – a causality model
- get a model of crisis intervention guidance
- practice 'reading' emotions and non-verbal communication in managing anger and aggression.

Tutor:	Stan Godek
Date:	17 May
Location:	Edinburgh

Tutor:	Stan Godek
Date:	7 June
Location:	Edinburgh

Prices start from £85 – see page 22 for prices and discounts

Book at www.childrenscotland.org.uk/events or see page 23

Preparing for Inspections

This training workshop will give participants (primary and secondary) the opportunity to explore the process of preparation for inspection and establish thinking and practice most likely to show them at their best. Inspections can be seen as creating work and stress but should also help develop and improve practice

HMIE no longer require a pre-inspection written report. Instead the new inspection process has been developed to be more responsive to schools own ways of working. At the start of the inspection a scoping meeting is used to brief the inspection team on the impact of the approach to improvement through self-evaluation, which also covers the outcomes for all learners who attend the establishments. This day will guide you through the process and help take the fear out of inspections.

This programme will cover:

- reference to key resources
- how well do you know your school / establishment?
- self evaluation tools and techniques
- self evaluation in practice
- learning and teaching review systems
- exploration of how to establish a successful pupil focus group
- how to survive and excel during the inspection week.

Building and Supporting Self Esteem

This workshop aims to raise awareness, improve confidence and build a better understanding of why what we do matters.

With its roots in up to date research, psychology and scientific evidence, this course will introduce you to the core elements needed to successfully look after your own and colleagues' mental health and wellbeing as well as that of the children and young people with whom you work.

There will be opportunities to explore how to promote positive mental health in everyday situations both in and out of the work environment.

Learning objectives:

- examine ways to improve our understanding of how children and young people develop and what they need
- engage in an experiential exercise with the focus on reflective practice
- gain a toolkit for staff to use in their workplace
- learn to trust ourselves as practitioners and know our limits.

Tutor:	Gerry Shields
Date:	29 March
Location:	Edinburgh

Tutor:	Pauline Linn
Date:	30 May
Location:	Edinburgh

Book before 17 February and get 10% off all training

Book at www.childreninscotland.org.uk/events or see page 23

Managing Emotions

Individuals vary in the ability to process information on emotional behaviour and the ability to identify their own emotions. There is a growing awareness that success in the workplace, as well as in our personal lives, is as dependent on emotional intelligence as on intellectual abilities. Professionals working with people of all ages, and those whose specific remit is relationship based, understand the significance of the inner emotional life and the importance of effective communication and the management of emotions.

Through the course of this day we will look at how the theory of emotional intelligence deepens our understanding of the roots, development and storage of the emotions. We will draw upon new developments in science to expand our awareness of and how early experiences affect brain development and the impact of trauma on emotional and cognitive development.

Learning objectives:

- to explore the complexity of emotional development in infancy
- look at how we begin to experience, understand and process emotions
- learn how our brain develops and how we become emotionally intelligent
- gain awareness of our own emotional world and develop increased ability in reading and recognising emotions in others through group exercises and film material
- to develop an understanding of how a dominant emotion can affect behaviour.

Group Work with Young People

Aimed at teachers, support staff, youth workers and others working with children and young people, this workshop will cover theoretical perspectives but will also focus on practical aspects of group working skills. The day will look at all sorts of group working from activity based work to task centred work and will be a mix of presentation, discussion and experiential work.

Learning objectives:

- understand theoretical perspectives and the strengths and limitations of working with groups
- look at the purpose, nature and aims and objectives of groups
- examine organisational skills, communication skills, group dynamics and dealing with resistance and conflict
- understand what happens in groups: content, process and maintenance
- distinguish types of groups: task centred, activity based, discussion, peer education
- understand leadership skills and behaviours.

Tutor:	Stan Godek
Date:	26 April
Location:	Edinburgh

Tutor:	Stan Godek
Date:	24 May
Location:	Glasgow

Prices start from £85 – see page 22 for prices and discounts

Book at www.childrenscotland.org.uk/events or see page 23

Planning for the Unexpected

This free half-day event in association with Gillespie MacAndrew CCP will see their private client and family law experts providing valuable information and advice to help you discuss planning for children's futures with parents, guardians and carers.

This half-day session will address a range of issues including:

Planning for the unexpected: what would happen if a parent lost the ability to make decisions as a result of an accident, illness or simply old age?

Today's child = tomorrow's adult: when a child becomes 16 they become an adult in Scotland, meaning parents lose the full authority they previously had to act on their child's behalf.

Where there's a will: only a minority of people get round to signing a will which can result in unwelcome situations, like an unexpected IHT bill.

Who should attend:

For members of Children in Scotland from practitioner level including charity workers who deal with parents, carers and guardians and are often asked for advice on planning for children's futures.

Partnership working

Frequently with charities the whole can exceed the sum of the parts and by working together in partnership much more can be achieved. This free event for Children in Scotland members delivered by Gillespie MacAndrew with input from the Scottish Pre-School Play Association will review the legal and practical considerations of partnership working arrangements and include a detailed case study provided by SPPA of partnership in practice to help you make the right decisions for your projects.

The programme will include:

- deciding and documenting the management structure of partnership projects
- drafting the memorandum of understanding and/ or Partnership Agreement and any ancillary codes of protocol
- identifying areas in which legal liability might arise – how it can be prevented/ migrated and in general how any claims should be handled
- partnership working case study and the way forward.



Date:	26 January
Location:	Edinburgh

Date:	15 March
Location:	Edinburgh

Book before 17 February and get 10% off all training

Book at www.childreninScotland.org.uk/events or see page 23

Prices, Discounts and Special Offers

		One-day course		Half-day course	
Member		Early bird Rate	Delegate	Early bird Rate	Delegate
	Discount A: Individuals/small voluntary agencies (including nursery and primary schools)	£85	£95	£45	£50
	Discount B: Statutory bodies and large voluntary organisations (including secondary schools)	£112.50	£125	£59	£65
Non-member	Discount C: Individuals and small voluntary organisations (including nursery and primary schools)	£112.50	£125	£59	£65
	Full price:	£140	£155	£72	£80

Members are eligible for **up to 25%** discount. Children in Scotland also offer member discounts to our partner agencies, National Children's Bureau, Children in Wales and Children in Northern Ireland.

Promotional offers

Book any training workshop by 17 February 2012 and get 10% early bird discount. We also offer discounts for block bookings – please contact us for further information on 0131 222 2446.

Reduced price places may be available to individuals and small voluntary organisations, especially those from rural and remote areas. Please email training@childreninscotland.org.uk for further information

Join Children in Scotland

Save on the cost of your training and take advantage of Children in Scotland membership rates and receive discounts on events and publications, call us for details of how to join.

Membership costs from as little as £35 for individuals and £65 for organisations.

Phone Children in Scotland on 0131 228 8484 for an information pack or visit www.childreninscotland.org.uk.

Book online at www.childreninscotland.org.uk/events or see page 23

Booking Form (book before 17 February 2012 to receive an early bird discount)

Online www.childreninscotland.org.uk/events **Email** training@childreninscotland.org.uk
Telephone 0131 222 2446 **Fax** 0131 228 8585 **Post** Training, Children in Scotland, Princes House,
5 Shandwick Place, Edinburgh EH2 4RG

I wish to book a place for the following event: (please use block capitals)

Title of event: _____

Date of event: _____ / _____ / _____

Title: _____ **Name:** _____

Position: _____

Organisation: _____

Address: _____

Tel (day): _____ **Fax:** _____

Email: _____

Additional requirements: _____

I enclose a cheque for £ _____ made payable to Children in Scotland

I wish to be invoiced for _____ place(s) at a rate of £ _____

Invoice to be sent to: (if different from above)

Name: _____

Organisation: _____

Address: _____

Phone: _____

Email: _____

- Booking confirmation will be sent to you approximately two weeks before the event
- Reduced price places are available at most events – please apply in writing
- Children in Scotland reserves the right to alter event programmes at any time
- Cancellations received in writing three weeks before first date of the event will be refunded less a £20 processing charge. No refunds can be made after this date although substitutions may be made
- Children in Scotland reserves the right to amend a delegate rate if the wrong selection is made e.g. non-member selecting member rate.

From time to time we may approach you with information about other projects, events, publications and magazines that Children in Scotland produces or organises. If you do not wish to be contacted, please tick this box . We may occasionally wish to make your details available to other not-for-profit organisations. Please tick this box if you do not wish us to do this .

When I grow up ...



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achieve their dreams
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www.childreninScotland.org.uk

0131 228 8484 or membership@childreninScotland.org.uk

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