The National Programme for Specialist Leaders of Behaviour and Attendance

Innovative, effective, practical

Session Leader Guide

City & Guilds

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Website

All National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA) materials are available through the TeacherNet website at:
www.teachernet.gov.uk/wholeschool/npslba

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How will this guide help me?

The guide is intended to support you in your role of session leader within the NPSLBA and to help you develop skills which will be useful to you as a leader in your workplace.

It presents a range of information that will help you as you prepare to lead your cluster group study session.

It will develop your understanding of how groups function, the impact of group dynamics and how to manage a group of adult learners.

It will raise your awareness and understanding of the skills needed for effective facilitation whether you are an experienced facilitator or taking on this role for the first time.

It will provide ideas and suggestions to help you think about how you will create a positive environment and meet the learning needs of your group.

It includes an 'Ideas bank' to get you started with a range of activities you might like to try. We hope you will add your own ideas to this section and share them with other NPSLBA participants.

The first two sections offer an overview and summary of the key points the session leader needs to consider. The following sections provide more detailed guidance and advice.

The role of Session Leader in NPSLBA

Quotes from participants following their experience as Session Leaders.....

"I was the first to lead the group. I thought I wasn't going to be able to keep the group focused and that it would fall apart. Then I realised that most of the group felt the same way! We discovered it was about looking after and supporting each other so that we could all be successful when it came to our turn."

"I wasn't really nervous – I used the session materials and made sure I followed the instructions and advice offered. The worst part for me was ensuring I had allocated enough time for preparation and evaluation."

"As someone who is not a teacher, I was a bit concerned because my group was made up of mainly teachers but everyone was really supportive. There were two group members who were tending to say too much and this prevented some of the others from speaking, but I just referred us back to our ground rules and we were soon back on track. It has made me more confident in staff training sessions – I speak up more in meetings and realise I have got something positive to offer."

"Facilitating the group was really daunting at first but I was glad I had the chance to do it. I think the experience made me look at how I present myself to others I was surprised at how confident I felt when I had planned the session. For me that was the secret - good planning! It was interesting to watch how the group worked together; I hadn't had the opportunity to do that before."

"I have just finished leading my session I now appreciate how hard it is to keep a group focused and to make sure that everyone feels valued and included. I think having led a session I will now be a much better group member"

NPSLBA pilot group members 2005

What is involved?

Your role as session leader within the NPSLBA programme is that of ***facilitator*** rather than ***trainer.*** It is your job to help the group work together to study your chosen topic. You are not expected to be an expert in the topic or 'deliver' materials to the others. Of course, you might want to bring in some of your own expertise, a range of study materials or to invite a specialist to join the group to add their ideas to the mix.

In Study Day 1 you considered the session leader as facilitator. You will remember discussing elements of the role, 'organiser', 'enabler', 'coordinator' and 'role model'. Through the Geese activity you explored the importance of groups working together. The points below will remind you of Study Day 1 and stimulate your thinking about the session leader role.

Facilitation is:

The support you provide to guide your group as you consider issues raised by your topic of study.

'Facilitation is a collaborative process in which a neutral person seeks to assist a group of individuals or other parties to discuss constructively a number of complex, potentially controversial issues.'(www.nativenetwork.ecr.gov/)

To facilitate: "to make easy or less difficult or more easily achieved."'
(The Concise Oxford Dictionary – Ninth Edition 1995)

A facilitator is:

Someone who skilfully helps a group focus on an issue without personally taking any side of an argument or becoming judgemental.

A facilitator makes it easier for learners to learn by attempting to discover what a learner is interested in knowing and then determining the best way to make that happen. This is done by listening, asking questions, providing ideas, suggesting alternatives and providing possible resources.
(www.anyiu.edu/~dbehrlic/hrd408/glossary.htm)

In the early stages your group may decide it would be useful to discuss the nature of the role of facilitator.

Section Two

The role of the Session Leader - working with groups

How do groups work?

Tuckman[1] introduced the idea that there are four stages of group development: **forming, storming, norming and performing**. These stages are explained below.

As you explore this section of the guide you might like to reflect on your experiences of your group so far. The group's stage of development will affect how you approach your role as session leader.

- What stage of development do you think your group is at?
- How will this impact on your role as facilitator of a study session?
- What might you need to consider?

Forming

In any group situation, members will try to establish their personal identities and make an impression on others. When a group meets on several occasions over time, there are increased opportunities for the group members to develop a greater understanding of each other's needs, similarities and differences. This also provides opportunities for you, as session leader, to facilitate a session with those needs in mind. You can use individual group members' strengths to support not only the group, but you in your leader role.

It is important at the **'forming'** stage of group development to identify some ground rules so that individuals feel confident, and secure in the learning environment. You will have already started to develop ground rules for your group in Study Day 1. However, it is important to revisit them at the start of each study session and offer opportunities to highlight or revise the rules in light of the group's experiences.

During the **'forming'** stage you will become aware of the different personalities emerging within the group. As you are also a participant, you will need to be aware of how you yourself would like to be perceived. At the forming stage, provide time and activities that promote and encourage discussion. Look for activities that include different groupings e.g. pairs and triads. Encourage all group members to work with each other.

You will find suggestions for groupings in the 'Ideas bank' (pages 27-39).

Storming

Most groups begin working together under a contrived sense of 'togetherness' at the forming stage. This is often followed by a period of challenge when group members may raise issues around the process they are engaged with, the study content or roles and responsibilities. At this point, stronger differences may emerge between individuals.

This can be a real source of anxiety for you as session leader, but should be viewed as a normal part of group development and evolution. The **'storming'** stage can eventually lead to a more realistic view of how the group can respect each other, learn together, recognize each other's strengths and weaknesses and work out what the group can ultimately achieve.

If the **'storming'** stage is not facilitated well, tension and mistrust between group members can develop. As session leader, it is important that you remind group members to stick to the

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[1] TUCKMAN B (1965) "Developmental Sequence in Small Groups" *Psychological Bulletin* 63 pp. 384-399

agreed ground rules and encourage group members to manage any disagreements within this framework. Not always easy! You will find ideas for managing difficult situations in the 'Troubleshooting' section (page 24).

It is important that the agreed ground rules are kept by all. Some members of the group may try to explore the boundaries at this stage and it is part of your role as session leader to try and maintain them. This is important, as group members will look to the session leader for guidance and leadership. Your actions will create a sense of trust and confidence in the learning process. For example, if a member of the group is continuously challenging other group members, you could refer to the ground rule relating to listening and valuing the opinions of others.

Norming

This is the stage in group development when a group settles into a pattern of working together. The group will be clear about their purpose and how they as individuals can contribute to the learning process in order to achieve the desired outcomes for all. There will be less 'competition' between individuals and a truer feeling of 'togetherness' or 'belonging'. Look at the Maslow model on page 9.

As session leader, you will find it easier to play to individual strengths, support members of the group who may lack confidence and keep the group motivated and focused. It is important at this stage to maintain the momentum and to provide activities that continue to stimulate and motivate.

Performing

The group will now be at its most productive. The group will know how to work with each other and will be focused on achieving the desired outcomes. Individuals will be monitoring their own behaviour and contribution and will be very aware of the needs of the other members of the group. The group will be focused on achieving its goals.

Although groups generally work through each of the stages, the time spent in each stage varies and each stage might be revisited at periods of change. For example: a new group member joining or a member of the group leaving. As session leader, it is important to be aware of the stages and to prepare the sessions with them in mind.

Change can affect groups in the following ways and can result in the group revisiting the forming, storming, norming and performing stages

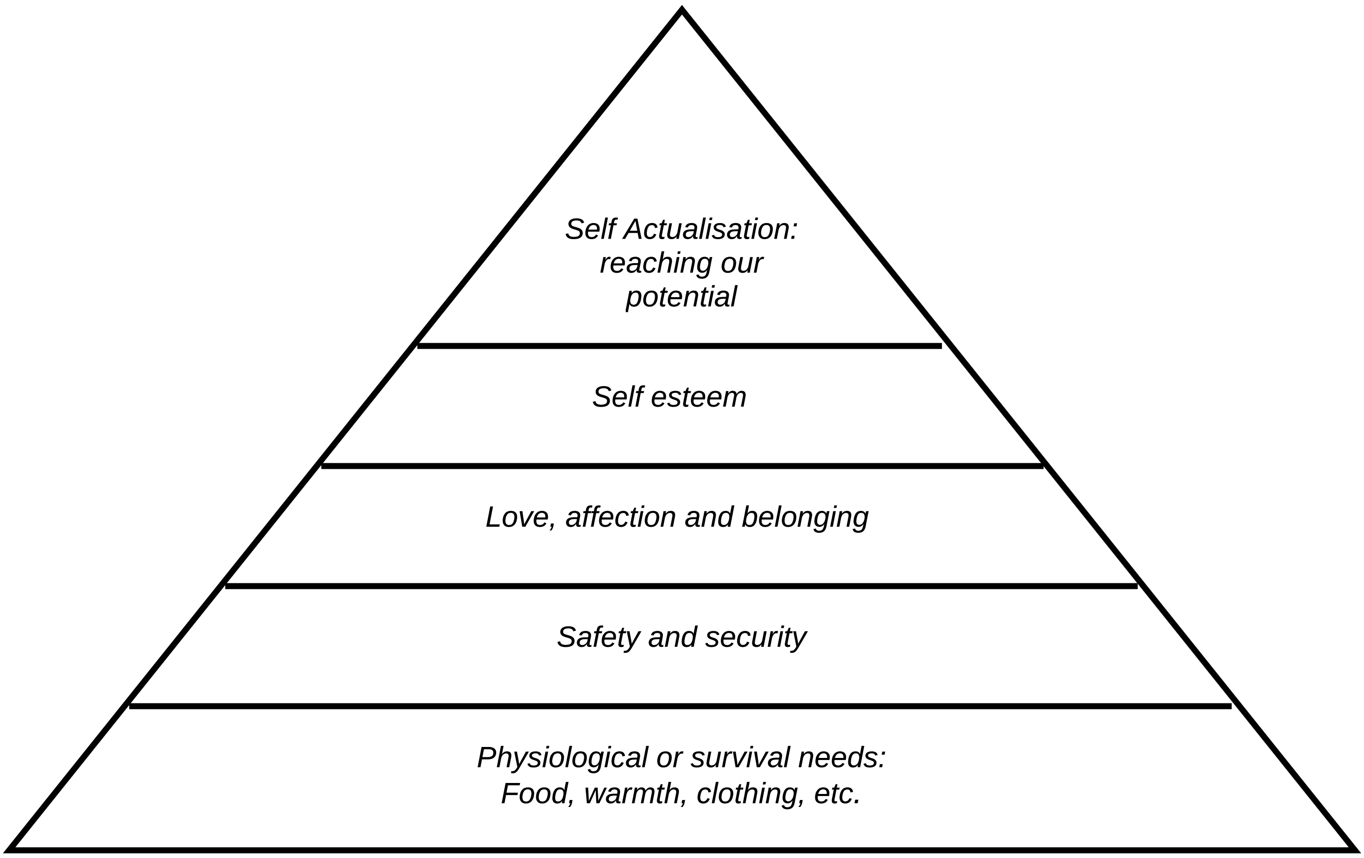
- Previously assertive individuals can become withdrawn if a stronger personality joins the group.
- When a new member joins it is important to revisit the ground rules, providing time and opportunity to clarify their meaning. As session leader, include warm-up activities that require discussion and inter-action between group members and encourage participants to work with different individuals within the group.
- A withdrawn individual can become more assertive if a like-minded person joins the group.

- A group may start to feel ‘flat’ or energy levels may drop. A session leader needs to model enthusiasm – modeling the behaviour you want will result in positive outcomes.
- A change in the number of members attending a session can affect the levels of motivation and interest of the rest of the group. If this happens, consider whether the activities you have planned remain appropriate.
- If you change too much of the format of the study session when you have already outlined how it will run, this can affect the responses of some of the group. Some people feel more relaxed/comfortable knowing the order of events. Provide an agenda and stick to it as much as you can.

How can I meet the individual needs of each group member?

Maslow (1970) identified a hierarchy of human needs that must be met if we are to function effectively. These are:

Maslow's Hierarchy of Need



These needs apply equally to each member of the group.

(Hyperlink to Study Topic 'Creating an ethos for social inclusion')

As session leader you should consider how you will meet these needs when facilitating your session.

Physiological/survival needs: food, warmth and shelter. Think about how you will ensure these can be met:

- Providing refreshments; catering for the needs of individual participants.
- An environment with a suitable temperature and air circulation
- Natural light
- Comfortable seating.

Ideas can be found on page 19 – (*How can I make the learning experience positive for all group members?)*

Remember to look after yourself. You need time before the session to get yourself calm and focused, have a drink and something to eat and familiarize yourself once again with the materials that you will be using.

Safety needs: We all need to feel safe and secure, both emotionally and physically. As session leader it is part of your role to promote an environment where all group members are encouraged to express their opinions, have them valued by others and to feel respected. One of the ways to do this is to affirm individuals within the group and to reinforce the ground rules.

Individual group members may display particular behaviour during the forming stage of the group in order to feel safe. This may include holding back information as they may not yet feel secure in contributing at the beginning of the session, they may have concerns about being wrong or not having their opinions valued. As session leader you can validate them by acknowledging their individual contributions. This can be done by paraphrasing what you have heard or by writing down any comments or suggestions. This will help group members feel safe and valued and they will start to develop trust in you as leader.

Seating arrangements are important particularly during the forming stage. People sometimes look to position themselves at the back of a room, whereas people who are familiar with the surroundings, or who are more confident in new learning situations, may sit in the middle or near to the front of the room in order to maximise their involvement. Setting the seats out in a horseshoe arrangement will encourage members of the group to feel equal and will ensure everyone is able to see each other.

Belonging: Everyone needs to feel they belong and are accepted for 'who' they are not 'what' they do. Referring to the group as 'our group' or 'this group' gives it a sense of identity and helps individuals feel that they belong. It is important to acknowledge people by name particularly when affirming their contributions. If the group has new members it's useful to wear name labels for a while. It is important to be fair and inclusive of all group members, ensuring equal access to all information and activities.

Remember that you need to feel that **you** belong in the group. As session leader, you will be responsible for developing this role for yourself. Being creative, taking a few risks and not being afraid to try new things will help you to enjoy facilitating the group and bring you a sense of belonging and achievement.

Self-esteem: All of us need to achieve recognition and appreciation in order to develop positive self esteem. Group members will all arrive at the study session with different levels of self-esteem. This will depend largely on how they view themselves, both on a personal and professional level, and what they feel they bring to the group.

As session leader you will encourage, value and validate all members of the group**.** Maintaining a balance between encouragement and support can be tricky. Being aware of the differing needs of the group will help you to respond appropriately e.g. if you have a very confident member of the group who has a lot to say and you notice less confident members of the group trying to contribute, it can be a good idea to ask the group to signal in some way that they wish to have a say. This signal could be added to the group ground rules. You may find that some group members don't yet feel comfortable volunteering viewpoints but encouragement and affirmation will help them to do so.

Your own self-esteem is important! You want to feel confident in facilitating your session. If you are anxious, don't forget to talk to your local lead to gain the reassurance you might need.

Self Actualisation: This is most likely to be achieved when the other four levels of need have been met. People will then be able to recognise and achieve their potential. Self actualisation is the ability of individuals to realise that they can influence what happens to them in different situations. It allows people to believe that they have a worthwhile contribution to make.

There may be members of the group who, when starting the NPSL-BA, feel some insecurity about their ability to be leaders or to meet the requirements. As session leader it is important to recognise that not all group members will have this self-belief and it is part of your role to encourage those in the group who lack confidence. In this way group members can contribute in ways in which they feel comfortable. For example, a group member may want to contribute by taking notes or filtering ideas through the group rather than in open discussion. Being aware of this need will enable you to acknowledge people in the most appropriate way. Group members always have the option of working together to lead a study session. This may be helpful for NPSLBA participants who have little experience in leading sessions or those who feel more comfortable working with a colleague.

It is also essential that you recognise your own achievements both as session leader and as a member of the group. Notice the influence you have on others! Remember the Domino Effect!

You could use this section of the guide to help you complete your reflective log after leading a session.

Section Three

Before the session

Good preparation will increase your confidence and enable you to facilitate the session in a relaxed yet focused way. Make sure you consider the following.

Have you:

- Fully familiarised yourself with the topic to be studied
- Prepared all necessary resources
- Amended slides and materials as necessary to meet the needs of your particular group (See the sections on ‘group development’ page 6 and ‘learning styles’ page 28)
- Organised the venue with equipment and refreshments (See the section - ’How can I make the physical environment positive for all group members?’ page 15)
- Ensured that the group has the preparatory reading and any accompanying preparatory activity along with information about when and where the session will be held

  A sample letter to group members can be found in Appendix iii (page 46)

Take a look at the checklist on page 13. This is taken from the study topic “Using Counselling skills with staff, pupils, parents and carers”

You will find one of these in each study topic. It is a quick reminder to help you focus on what is needed to help you lead your session successfully.

- Complete the topic plan on page 41 (a completed example can be found in Appendix ii page 42)

Preparing to lead the session on 'Using Counselling skills with staff, pupils, parents and carers'

To do before the session	**Check**
Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group	
Prepare the necessary resources.	
Arrange any visitors or speakers as necessary	
Ensure that the group has access to the pre-reading and any additional preparatory activity prior to the session.	
Ensure that the group has access to the intersessional activities prior to the session	
Ensure the group have information regarding when and where the session will take place. *You may already have provided this in the forward look at the previous session*	
During the session	
Complete the attendance record and send to your Regional Coordinator	
The previous session leader will review intersessional activities from the earlier topic	
Focus the attention of the group on the key questions that will help them gain most benefit from the session.	
These questions will also help focus reflection in the reflective log	
Introduce the activities and take feedback	
Review the learning	
Lead the group in a discussion about the intersessional activities and ensure they understand the options.	
Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are…	
Ensure the group complete and return the session feedback form to your Regional Coordinator	
Follow up	
Collate and distribute any material that you have agreed to circulate	
Reflect on your role as session leader in your reflective log	
At the beginning of the next meeting you will have a 10 minute slot to review intersessional activities with the group and to share ways in which learning might be further developed.	

Equipment	Check
Data projector and screen or interactive whiteboard	
Presentation slides	
Flipchart and marker pens	
Sticky notes	
Refreshments	

Resources			Check
Preparatory reading			
Preparatory activity			
Resource A	*Summary of counselling approaches used in schools*		
Resource B	*Interview recording sheet*		
Resource C	*Summary of notes from interview*		
Resource D	*Counselling — glossary of terms*		
Activity 1			
Resource A	*Person-centred theory*		
Resource B	*Developing positive relationships*		
Activity 3			
Resource A	*Slides 1-6 Cognitive behaviour therapy*		
Resource B	*Cognitive behaviour therapy grid*		
Resource C	*Cognitive behaviour therapy grid (to be completed)*		
Activity 4			
Resource A	*Guidelines for challenging*		
Resource B	*Barriers to building positive relationships*		
Resource C	*Solution-focused questions*		
Intersessional Activities			
Intersessional Activity 1	Resource A	*A two-person reflective dialogue*	
Intersessional Activity 3	Resource A	*Leaflet: A parent/carers guide to staying in control, (PDF file)*	
Intersessional Activity 5	Resource A	Setting up a service	
Intersessional Activity 6	Resource A	Types of Counselling	

How can I make the physical environment positive for all group members?

It is important to make the physical environment as comfortable as possible to ensure a good learning experience. Group members may have had a busy, stressful, or difficult experience prior to arriving at the session; providing a comfortable environment will enable them to feel calm, more relaxed and ready to learn.

As session leader, you should try to make the environment as pleasant as you can by considering some of the following ideas:

Remember to get there early enough to prepare the room!

Prepare as much as you can before the session, this will give you time to socialise at the start of the session and to gauge individual mood. If any member of the group appears anxious or stressed, provide opportunities for 'time-out' before the session begins. You may notice how people are feeling either through body language or discussion. For example, if a group member volunteers that they have not had lunch, dealt with an angry parent just before leaving to attend the session or hasn't had time for a break; offer them a few minutes quiet time before the session begins. If you notice someone is unusually quiet when they arrive, check that they are okay. It is important to learn to read both verbal and non-verbal communication and to respond to what you see. As session leader, it is essential that you make sure you, yourself have a break and refreshment!

Ensure refreshments take into account the preferences of all group members. For example, decaffeinated tea and coffee; fruit teas; water; milk, soft drinks, biscuits or cake. Make sure there are sufficient mugs for everyone. You could have fruit, boiled sweets, mints or fun size chocolates for nibbling.

> We all agreed we could work better while enjoying a take away tea. As session leader it was up to me to order the Pizza!

Pilot Participant

Sometimes it's the most obvious things that make a real difference to the quality of learning.

- Check the room temperature regularly with the group. Try to make sure the room has windows that open.
- Try to ensure chairs are comfortable and the appropriate size for adults. Arrange the seating to suit the activities within the session. Make sure the room is as tidy as possible.

> We found the best arrangement for us was a horseshoe, sitting around a table with the water and mints in the middle.

Pilot Participant

- Be aware of where the group choose to sit and encourage group members to work with all other group members, not just those people they know well. A change of partner or seat can help people refocus.
- Provide all the resources that will be needed by group members in order to complete the activities.

I like to plan at least a week ahead. I usually put all the resources for the session into a plastic folder, one for each member of the group. They like to make notes on them as we work.

Pilot Participant

- At the start of the session you might want to have calming music playing, maybe even aromatherapy candles. The study topic 'Teaching social, emotional and behavioural skills' shows how to use the emotional barometer.

I thought the others might make fun when they arrived to find cinnamon candles burning, but they loved it; they said it created a lovely warm atmosphere. The biscuits that evening were cinnamon too! I've since learned that my daughter's RE teacher burns lavender candles in her lessons; she says her class love that (and the teacher) too.

Pilot Participant

- Try to ensure there will be no interruptions during the course of the session. Prepare a sign for the door if you think it will help.

After three interruption by cleaners wanting to get in (one in the middle of a role play) we decided to make a door sign: 'Please do not disturb……… learning in progress!!'

Pilot Participant

- If new group members join, try to make sure everyone has a name badge and try some warm up activities.

Section Four

Leading the session – presenting yourself

Ensure that the group are seated where they can hear you and suggest people indicate if hearing is difficult.

Plan what you are going to say at the beginning of the session so that you will feel more confident. Think about how you are going to introduce yourself, the aims and intended outcomes of the session and the session outline. If you are new to the role of facilitator it sometimes helps to have prompt cards with the key points written down as a reminder. For ideas on prompt cards, take a look at the 'Ideas Bank' (page 27)
How you introduce a session can affect the way the group responds. Try to use assertive statements such as 'this week we are going to...' or 'I have planned' rather than 'is it OK if we ………?' Use language that demonstrates confidence in yourself rather than that which may unwittingly belittle yourself. For example, I know that this week it won't be as good as when …….. did it.'

Assertive body language can reflect confidence

'*Remember that body language comprises 55% of the force of any response, whereas the verbal content only provides 7%, "paralanguage," or the intonation, pauses and sighs given when answering, represents 38% of the emphasis'.*

Master your body language: Nikita Singh 2005

Some suggestions include:

- Making eye contact with group members
- Smiling, nodding, using names (affirming), not sighing or complaining
- Avoiding closed body posture such as folding your arms, biting your nails, tapping on surfaces. Being aware of how you are standing, sitting, gesturing and responding will help you to gauge the rapport you have with the group. A useful tip here is to lean into the direction of group members as they make suggestions and comments. Leaning backwards or away can send out a message of withdrawal and you may find individuals contribute less
- Checking out how you respond to a comment that you disagree with and how that differs to your response in agreement.
- Being in close proximity to the group rather than standing behind furniture.
- Being aware of how you are responding to the group and individuals within it.

  Are you:

  - demonstrating or modelling a confident approach
  - sincere in what you say
  - aware of and supportive to, individual members of the group who are less confident
  - aware of how you are feeling and behaving. If you are aware of feeling nervous, have a checklist or prompts to guide you through the session (see "Ideas Bank" page 27)
  - checking out that what you think you heard is indeed what the group member said
  - remaining impartial and non-judgemental towards individual or group comments and suggestions

- Being confident enough to admit when you are unsure of something e.g. “I haven’t actually come across that myself but if you give me the information, I’ll distribute it after the session so we can all share it.”
- Having positive responses to suggestions; for example,
  - ‘yes and ….’ rather than ‘no because ……..’
  - ‘that’s interesting – tell us more’
  - ‘how do you think we could take that forward?’
  - ‘what do others feel about that?’
  - ‘I’m glad you brought that up...’
  - ‘I was wondering how we could explore that point’

How do we maintain our ground rules?

Your group will have already begun to discuss and agree ground rules as part of Study Day 1. As session leader, it is part of your role to support the group in revisiting and affirming the ground rules at the beginning of each study session.

It is important that anyone who joins the group later in the programme has an opportunity to contribute to the ground rules. You can encourage group members to let you know if they feel the group have moved beyond the agreed boundaries.

If a group member leaves because they could not cope in any way, it may be useful to revisit the ground rules to see if that person could have been supported better or encouraged to share their concerns.

How can I make the learning experience positive for all group members?

- Provide a range of activities to meet group members' preferred learning styles (you will find more about this on page 36)
- Try using a learning styles questionnaire to explore this further (see study topic 'Applying learning theories to behaviour and attendance practice' for more information)
- Be genuine in your responses to people; never patronise group members. Avoid 'over praising' individuals or the comments they have made
- Try to relax and be confident in your role
- Be aware of the tone of your voice – consider whether you sound calm
- Be well prepared with all resources to hand.
- Have a planned response to questions you might be unsure about for example, 'That's an interesting point I hadn't thought about that I need to find out more. Has anyone else got experience of this?'
- Give positive feedback to group members regarding their contributions
- Use humour where appropriate and make the session 'fun'
- Be open and non judgemental in your responses – particularly when dealing with a lack of confidence or hostility
- Provide a positive and stimulating environment (see page 15)

Group awareness

One of the main roles of the session leader is to manage the group so that individual members of the group have:

- Equal opportunities to contribute to the session
- Access to information within a safe environment.

You can become more aware of how the group is functioning and learning together by:

- Sometimes taking a back seat during parts of the activities to notice group dynamics (see the section on "Working with groups" – page 6)
- Noting body language and comments made by individuals

Being aware of how the group is responding to the topic content, and to each other, will enable you to respond appropriately.

Through careful observation, you can identify group members who may be reluctant to contribute, finding the topic difficult or overwhelmed by more vocal members of the group. You can check out whether the interpretation of what you see is correct. For example by asking a question such as 'I think …………. is happening here, is this right? How do you feel about this?'

Maintaining focus

The following key words may help you when you are considering how to maintain the focus of the group:

- *Motivate*: Keep the topic interesting and deliver the content with enthusiasm. Thank group members for their contributions and ensure they feel valued by discussing or writing up their contributions
- *Stimulate*: Stay focused on the issue and try not to get waylaid by unrelated matters. Introduce points of interest related to the focus and consider a variety of activities
- *Pace*: Ensure that the pace of the session is appropriate; if an activity has concluded earlier than you expected, move on quickly to the next. It is important that whilst making sure discussions and activities are fruitful and purposeful, they should not become laboured.
- *Summarise*: Summarising points at the end of each activity provides opportunity for group members to reflect
- *Review*: Review progress in relation to the intended outcomes at the end of the session and discuss, with the group, how and if the learning outcomes for the session have been achieved.

Active Listening

Use active listening skills in both formal and informal parts of the session.

Active listening is:

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

You can find out more about active listening in the study topic “Using counselling skills with staff, pupils, parents, and carer’s” (hyperlink)

Question and feedback

Questions are an important tool, which facilitators can use to support the learning process. There are typically two types of questions: *open* and *closed*. Open questions are those that allow for, and encourage, discussion and elaboration around an issue. Closed questions are those that require a single short response and can be used to provide instant feedback. Both have a part in the learning process.

An open question:

So, how do people think we could move forward on this subject?'

A closed question:

Has everybody got a copy of the study material?

Positive questioning can be used to draw-in those individuals who may place themselves on the edge of the group (either intentionally or unintentionally). An open question allows the group to explore a range of ideas and promotes participation

Examples of open questions:

- How is this an example of this way of working?
- How is this related to the key points raised in the last activity?
- Why is this significant in looking at the development of……………..?
- What possible solutions can the group suggest?
- What specifically do we mean when we say ……………..?
- What criteria are we using to assess this?
- What are the strengths and weaknesses of this approach?

Examples of reflective questions:

- Could each member of the group think of an example and discuss it with the person next to you?
- What are the main things you have gleaned from today's session? Discuss with the person next to you
- Let's compare this point of view with the comments raised in our previous session looking at the topic 'Children, young people and the law'?
- What specifically could you change to get the outcome you need?
- How does this compare with your own experiences?
- What issues does this point raise for you within your role?

In all forms of questioning it is important to allow group members time to think about their responses. Don't jump in too soon with either a follow-up question or a possible answer.

Feedback

Feeding back during the session ensures that everyone in the group has access to all information and is a way of establishing clarity regarding outcomes of group discussions. In your role as Session Leader you need to ensure that the feeding back of information is delivered in a factual way which is accurate and neutral. It is important for the group to have the opportunity to discuss and clarify issues raised by feedback.

There are different ways of feeding back information and some of these are identified in the Ideas Bank (see "Managing Feedback" page 34).

Responding to comments

Be aware of the responses you give to group members. These responses, both verbal and non-verbal, will impact on the outcomes of the discussion.

Verbal responses can be **subjective** or **objective**, **critical** or **constructive**. At times, an 'off the cuff' response may not be intentionally destructive but can be received in that way.

An objective or constructive response does not place the session leader's opinion at the centre of debate/discussion, but encourages the group to make further consideration of the point.

A reflective response by the session leader invites the group to look at their own experience and practice in order to explore possible solutions.

For example:

Comment
(Group member)

'All the NQTs in our school have real difficulty in working with challenging pupils.'

***Critical* response**
(Session leader)

"That can't be true it's just a wide generalization.

***Subjective* response**
(Session Leader)

"Many NQTs lack confidence when dealing with behavioural issues."

***Reflective* response**
(Session leader)

"That's interesting – if you think back to when you were new at the job, how did you feel when you experienced challenging responses from children and young people. What support was available to you?"

***Objective/Constructive* response**
(Session leader)

"That's interesting – is this a real issue around the training of NQTs, or is it an issue related to individual schools induction programmes for NOTs?"

Managing information

Ensure that all group members have full access to information that is presented during the study session. For example, slide presentations, study materials, group contributions etc, as well as notes of discussions and work produced.

Ensure all individual contributions are valued, recorded and distributed as part of collated information.

Ensure group members are aware from the outset that contributions will be written up as agreed and distributed following the session

- Make sure that all ideas are recorded on the whiteboard, a laptop or flip chart during the session and then displayed as appropriate. You may wish to photograph work generated using a digital camera. This can then be downloaded onto a computer and emailed to group members after the session
- Try to distribute information by the deadline you have agreed

Reviewing and Summarising

At the end of the session you will need to review the learning. Reviewing should concisely capture the key issues raised within the study session and provide a focus for next steps, intersessional activities.

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

Section Five

Troubleshooting

Sometimes you will have to manage problem situations. It would be very surprising if everything went perfectly! You will find some typical problem situations discussed below. Also, remember that everyone in the group is committed to support each other in solving problems that arise in the group sessions: you are not alone.

I get to the venue and the room is locked, the equipment I asked for isn't available (someone else is using it)

When planning the event, send a written list of all requirements and the resources you will need for the session. You can do this either by post or by e mail. When you do this, ask for a contact person to confirm by return, that your requirements can be met.

It is advisable to contact the venue by phone one week before the session, followed by contact two days before the event, to check that the room, and all equipment, will be available for the session. Ask for the name of the person you speak to and check-out if they will be your point of contact on the day. It will help that you have someone's name for reference should something go wrong.

Usually, cluster groups will be meeting in their normal workplace – either their own or another group member's. In this situation, it should be easier to make sure that everything is prepared to your requirements, but you will still need to check in advance as communications often fall down and unforeseen events will intervene occasionally. Contacting the venue prior to the event will help you feel more confident. However, things can still go wrong. If you arrive and equipment is missing, have a contingency plan e.g. if you were going to use a slide presentation, make sure you prepare handouts so you can read through the presentation with the group if the projector is unavailable.

Provide as many resources as are feasible yourself. This will cut down the risk of resources not being available for the session.

Try not to panic or become dispirited if things are not exactly as you planned as often group members don't notice. Even if they do notice, they are usually very sympathetic and supportive. You might even share the difficulty and ask them to help with solutions. Remember making the study sessions work is a group responsibility, not just yours. Maintain your sense of humour and try to stay calm!

There are only a small number of group members

You will have planned well in advance so if possible, send out a reminder five days before the event. When you send out any information, including details of the venue, ask group members to let you know if they are unable to attend as this will help you plan activities for the session.

If, on the day, numbers are lower than anticipated but still viable, carry on with the session. You may want to change activities in the light of smaller numbers. It can help to have considered activities for such eventualities.

The group may want to agree a minimum number for viability of a group session when establishing the ground rules

People interrupting or dominating discussions

This often happens when group members are fully engaged and enthusiastic about the focus and content. It helps if you revisited the ground rules at the start of the session. It can also help to seek agreement from the group that when individuals want to speak, they signal in some way. This stops individuals 'taking over' discussion time and allows you to make sure all group members that wish to, have the chance to contribute. If an individual persists in interrupting refer to the group rules again reiterating the group agreement to listen to each other and take turns to speak.

It can be helpful to channel the efforts and enthusiasm of such individuals into a task. For example, asks them to write down points raised in small group activities.

It is important to do this calmly and pleasantly and will help the group to remain positive.

People are reluctant to contribute or withdrawn

If you look back at Maslow's 5 basic human needs (page 9 - 11), there are many reasons why a group member may feel they don't want to or cannot contribute in the session. Often, these reasons are nothing to do with the NPSLBA or the session you are leading; they may be due to external influences and emotions either professional or personal.

Try and reflect on whether the person is joining in as much as they are able to or has the individual changed their response from previous sessions. If it is a change from the previous session consider whether there may be a reason for the reluctance. If a member of the group has 'suddenly' withdrawn, take time to speak with them; ask them if they are feeling alright with the session and if there is anything you can do to help.

It helps to provide a range of activities to differing learning styles if possible. By doing this you will provide opportunities for all individuals to engage with a style that motivates them.

People engage in learning in different ways and it cannot be taken for granted that just because someone chooses not to comment, that they are not participating or learning.

Remember …………… everyone has off-days!!

Someone asks me a question I can't answer

It can be intimidating when someone asks a difficult question. If this happens it's important to remember that the role of session leader is one of facilitation and not trainer; you are not expected to know everything! Should this happen be honest, say you don't know and ask the group for help. If no one can provide an answer or further details, write the question down and offer to find out more information for the next time you meet (or ask the colleague asking the question to find out on behalf of the group!).

Some group members feel they are of a higher status than others (and act in this way!)

It is possible that within groupings there will be group members with a wide range of professional grades and experiences. This should lead to enriched discussions and contributions. Occasionally, status issues may arise, usually through unintentional comments for example an individual saying, 'I think it is hard for you to understand as you aren't a ……….'

As session leader you can support the rest of the group by picking up on such comments and making positive suggestions for example, ‘I think it is important as a group we listen to each other’s perceptions and experiences so that we are able to gain a wider range of viewpoints on this issue’.

If status issues arise, it is important to address them as soon as possible as ignoring them may lead to individuals withdrawing from the group, and at worst, leaving the programme.

As session leader, revisit the ground rules. If there isn’t a rule that addresses this issue, then discuss including one. The rule could be phrased as:

> *‘To ensure all group members feel valued for the personal and professional knowledge and skills they bring to the group’*

There may need to be a brief discussion on what this means to each individual member of the group.

I am concerned about something that happened during the session

There occasionally may be events/issues that arise within the session that you feel unable to deal with on the day. If this happens remember you have contacts outside the group that can support you; in such cases, you should first contact your local lead and then your Regional Coordinator for advice.

Remember: Most people who attend sessions will be positive, especially if they have previously led a session themselves! They will be empathetic and respect other members of the group.

IDEAS BANK

This ideas bank will help you choose appropriate activities to use within your cluster group sessions, especially at the norming stage.

They are also useful resources for use with both colleagues and pupils during group work and training sessions.

Catering for different Learning Styles

As the facilitator, it is important to use a range of techniques to ensure that the needs of all learners are met. In this section there are examples of techniques you can use if you feel the way activities are presented within the learning materials is not appropriate for your group.

The three most common leaning styles are: Visual, Auditory and Kinaesthetic (VAK). Learners do not permanently remain in one style; most people move between the three styles depending on the subject, situation and the motivational levels. Every individual will however, have a preferred learning style.

Visual learners

Visual learners prefer to see information in written or diagrammatic form.
To engage visual learners, encourage the group to represent points through drawings, diagrams, flow charts etc. Using colour and pictures will help them remember information.

Auditory Learners

These learners prefer to listen to information and discuss issues within the group. To engage auditory learners, provide information through an oral presentation followed by opportunities for discussion.

Be clear with the information you give and speak clearly. Check out that the information has been understood by group members – ask and encourage questions.

Kinaesthetic Learners

These learners prefer practical, hands on learning experiences. To engage kinaesthetic learners, provide practical activities that allow a 'hands-on approach e.g. role play, case studies, breaking tasks down into 'real life' situations that the kinaesthetic can relate to within their work situation.

You will find more information in the study topic " Applying learning theories to behaviour and attendance practice" (Hyperlink)

Examples of Ground Rules

- To start and finish on time
- To listen to, and value, the comments and opinions of others – one person speaks at a time
- That the experiences of all group members are valid and have equal status irrespective of professional status or experience
- To respect the opinions of other people even when they differ from your own
- That people have the right to pass on any activity
- To challenge the opinions of others in a polite and constructive manner
- To ensure everyone who wants to, has the opportunity to speak
- WSITRSITR (what's said in the room – stays in the room)

Warm-up or Energizer Activities

A 'Warm-up' or Energizer' activity is often used at the start of a session. These activities encourage people to meet and talk to each other or to introduce the content of the session. They can also be used when people are losing concentration, need to refocus or take a short break from the programme.

Examples of warm-up or energizer activities:

Someone Who………

Aim: For people to introduce themselves and get to know each other better

Make a list of people to be found e.g. Someone who loves chocolate; Someone who has been to America; Someone who has more than 2 children; Someone who goes to keep-fit etc.

Ask the group members to note a different name against each statement.

If the number of group members are known at the start of the session, use the same number of 'Someone who' questions so that everyone has to speak to each one of the other group members.

(An example of a "Someone Who" sheet can be found on page 39)

Meeting and Introducing

Aim: To help the group get to know each other better
To practise and develop listening skills

People work in pairs. One person acts as the listener. The listener should **not** take notes. The other person introduces themselves to the listener and tells him/her *'safe' information about their professional and/or personal life. After 5 minutes the pair exchange roles. After the second person has completed introductions all couples return to the main group. Each pair then introduces their partner to the group.

* 'Safe' information is information that a group member feels absolutely comfortable in sharing with the group. It is important to ensure that group members do not divulge names of other professionals/children/adults during discussions as this may raise confidentiality issues.

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

Aim: *To encourage people to express feelings about the session*
To encourage empathy within the group
To gain an understanding of each others personal feelings around the session

Quickly jot down on a piece of paper what your thoughts (hopes and fears) are, related to the session. Fold up the paper and put all the comments in the middle of the group. Ask individuals to read a comment out one at a time. It is important to set ground rules for this activity e.g. no one has to identify themselves unless they wish to; all comments are valid and are to be taken seriously etc. As each fear is read out, the group discuss how the fear can be minimised for the person. The facilitator should lead the session but also act as scribe writing down the key discussion points. These should be displayed during the session. The hopes should also be displayed and referred to at the end of the session.

Scaling activity

Aim: *To reinforce the content of the session*
To support the facilitator's understanding of individual' opinions and feelings related to the topic

1. Ask the group to rate, on a scale of 1-10 (1 being low and ten being high), how much they agree with statements made by the facilitator. The facilitator will need to prepare a series of statements related to the topic, prior to the session.

2. People move to the areas within the room identified as 'agreeing with the statement', disagreeing with the statement' and 'not sure'. Statements, for example, can relate to session content or how well the group are keeping the ground rules. The session leader should ask group members to explain or justify the position they have taken and respond to the questions from those taking other viewpoints.

Swap chairs if………..

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

Ask group members to swap chairs with someone who…………..

Feels tired…
Would rather be at home…..
Is looking forward to the session…….
Feels positive about the session ……….
Is nervous about starting the NPSLBA………………
Enjoys working in group situations …………………
Had a good day yesterday………………..
Had a difficult day yesterday……………

The Train

Aim: To promote discussion

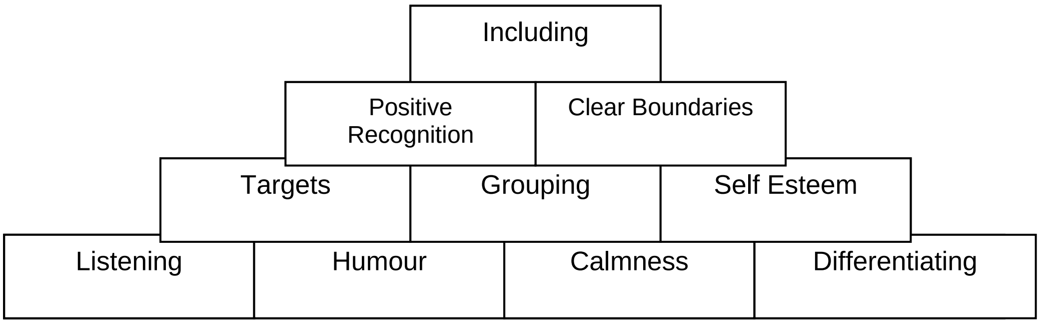
Place 2 rows of chairs facing each other. Make sure there are enough chairs for 1 per group member. If there is are uneven number of group members, the facilitator will need to make up the number.

The facilitator identifies a discussion topic, for example, 'describe your best behaviour management strategy'. Each group member speaks for 1 minute. When the time has elapsed, each group member in row 1 moves to the next chair. Another discussion topic can then be presented.

Recording Information

There are a number of different and interesting ways of getting groups to record and display information:

- Provide group members with paper bricks. Ask them to make a wall of ideas about group functions. You can use this method to prioritise ideas as in the example below:



- Have each point you want the group to address written in the middle of separate pieces of flip chart paper. Place the paper on different tables. Invite each small group to visit the tables in turn, contributing their ideas before moving on.

- Have different coloured sticky notes available. Designate each colour for a specific purpose e.g. pink – what school can do; yellow – what parents can do; green – what pupils can do. Ask group members to write down their ideas on the appropriate sticky notes. Have 3 large sheets of paper on the wall, one for each colour. Ask group members to place the sticky notes on the appropriate pieces of paper and invite them to look at each sheet to view the collated ideas. There can be a discussion following the viewing. This is a good activity to do before a break as group members can view the notes during the break.

- Have speech bubbles/thought clouds ready prepared. Have the representation of a person for example, a child, parent or carer, staff member etc drawn on large paper. Ask the group to write the possible thoughts or feelings of the person in the speech bubbles or thought clouds, and place around the outline for comment.

- Use a flow diagram – start with an issue written on flip chart paper. Ask group members to place questions relating to the issue in boxes. Invite them to provide possible solutions to the situation.

- Ask group members to draw their ideas as a picture, for example, responses to the question “What will your workplace look like when all staff feel confident in managing behaviour?” Encourage the group to provide pictures that represent issues, for example, a trophy may represent achievement, two children shaking hands may represent friendship etc. Each person then presents their picture to the group. This can also be done as a whole group exercise if the group is fairly small (6-8).

- If the group members are working in small groups, invite them to choose their own method of recording and presenting their ideas.

Managing Feedback

There are a number of ways to obtain feedback on an identified topic:

- In smaller groups, or pairs, people write ideas on flip chart paper and then one member of the group is nominated to present the ideas to the whole group

- Individual group members write down ideas on sticky notes and then stick them on flip chart paper. The group is then invited to look at the flip chart and note similarities and differences or make comments on issues arising

- The Session Leader gives the group, pairs or triads the flexibility to feedback in the way they feel most appropriate e.g. pictures, charts, role play, tableau etc

- Group members work in pairs to identify ideas. They then join another pair to discuss the ideas. The fours then join another four and so on.

- The Session Leader can ask for volunteers to sit in the 'hot-seat' – as themselves or in another role – while other group members ask questions to explore particular issues or viewpoints.

- Small groups with equal numbers write down an agreed number of ideas (2 to 4), related to an issue, on flip chart paper. One person from each group then 'visits' the other groups to share and discuss the three ideas.

Prompt Cards

Prompt cards can be used as a reminder of key activities and points to make within the session. These may help you feel more confident as you will not have to try to remember everything. Try making yourself prompt cards for the particular aspects of leading a session where you are less confident.

Examples:

Resources

Sticky notes
Flip chart and marker pens
Projector and screen
Handouts
Folders – 1 per group member

Tips

Have a drink of water available
Speak slowly and calmly
Present open body language
Be aware of time
Be aware of individual/group response
Move on if people have run out of ideas.

Warm Up Activity – Find someone who

1. Give out sheets
2. Different name for each statement
3. Ask for brief feedback at end

Session Activity

Activity 1 (15 mins + 10 mins feedback)

Paired activity

Provide resources per pair (flip chart paper, marker pen, Reading)

Write the brief for the activity up on flip chart

Set timer

Group Activities

The Study Materials within the NPSL-BA provide a range of activities to help group members focus on a particular topic. You may want to explore a range of other ways of presenting the activities.

Pairs

It is useful to introduce paired activities when group members are meeting for the first time or when group members are engaging in an activity that requires an element of personal experience or disclosure. Paired activities are also useful where the session leader is aware that individual members of the group find it difficult to contribute to group discussion.

When using paired activities, it is important to clarify issues around confidentiality in order that group members feel comfortable that discussions are within guidelines. Any feedback from paired activities should adhere to ground rules related to confidentiality.

When setting up group work, make sure there is room for all pairs to work in a ‘private’ space either within the room or in an outer area.

Trios

Working in 3s can be helpful when an activity requires an observer. Two members of the group engage in a discussion exercise e.g. listening, while the observer records their observations related to the focus.

When using trios, it is important to clarify issues around confidentiality (see also Pairs)

Choice Groups

Choice Groups can be used when there are a range of activities and group members opt for the activity they feel most relevant/appropriate to them/their needs. The choice of activity may be made at, or prior, to the session.

It is important to consider the mix of group members within option groups and session leaders may want to issue guidance for group members e.g. if there are several group members from the same establishment, it may be relevant to have these people working in different option groups.

Small Groups

Small groups are usually 4 to 6 in number depending on the overall number of the whole group. Groups may be self-selected or session leader directed. Within the group a chair, scribe and someone to feedback to the whole group is often identified.

Provide time at the beginning for the group members to introduce themselves if needed.

It is sometimes helpful to provide a written brief for the person acting as the chair, identifying the activity, the aim, the intended outcomes and the time available. If the activity is in sections, make sure the time allocated to each section is identified. The session leader should act as time keeper and remind groups when they should be moving on to the next part of the activity.

Small group activities are useful when needing to get ideas from all group members.

Round Robin

The whole group is split into smaller groups to match the number of activities available. Each small group is allocated an activity to start with, but during the course of the event, takes part in all the activities in turn. The session leader acts as timekeeper and instructs the groups when to change activity.

This is often popular with group members as it provides the opportunity to access all activities.

Within the group a chair, scribe and someone to feedback to the whole group is often selected. It is sometimes helpful to provide a written brief for the person acting as the chair identifying the activity, the aim, the intended outcomes and the time available. If the activity is in sections, make sure the time allocated to each section is identified. The session leader should act as time keeper and remind groups when they should be moving on to the next part of the activity.

The session leader may choose to collect notes from each group before they move to the next activity. These can then be collated while the activities are actually taking place and a summary of the key point's feedback to the group by the session leader at the end of the session. The session leader can then ask for additional points.

Whole Group

Always provide opportunities for the whole group to come together at key times during the session; particularly at the beginning and end. This may be to set ground rules at the beginning, to feedback from small group activities, to ask questions of a speaker or to review/evaluate the session at the end.

Group Techniques

Thought Showers are used to elicit ideas from the group. This is often done best through small groups. The groups are given a specified amount of time to write down all ideas related to the focus. There is no discussion about the ideas and all ideas are included. When the time given has elapsed, a further amount of time may be given to the groups to discuss the ideas further. Alternatively, each group may feedback the ideas to the whole group for discussion.

‘

SWOT Analysis (Strengths. Weaknesses, Opportunities and Threats)

Small groups may work together to carry out a SWOT Analysis related to a particular focus e.g. developing a new behaviour management policy, introducing a new supervision system.
A large piece of paper is given to each group who in turn divide the paper into 4 sections:

Strengths	Opportunities
Weaknesses	Threats

Time is given to identify and discuss points in each section. A member of each group then feeds back to the whole group and commonalities are identified.

A SWOT Analysis can be used to identify how the group members are feeling about a particular issue and can form the basis of the next steps e.g. 'how can we use the identified strengths to help support developments in the areas identified as weak.'

Case Study Groups

A 'case study' is a detailed write-up of a particular scenario either real or imagined usually related to the session focus. Small groups read the case study and discuss the content/answer questions posed at the end of the case study. Each group identifies key points to feedback to the whole group. When each group has fed back, the session leader summarises the key/learning points. This is the followed by a whole group discussion.

A case study can be used in different ways e.g. each group can be given an aspect of the case to focus on such as the individual characters.

Role Play

Role play can be used to simulate and explore situations. Group members can be given a written scenario to consider and act out e.g. a conflict situation between a teacher and a pupil/parent. The group members are given time to discuss the scenario and decide/rehearse what position each character will take. The role play is then acted out in front of the group.

It is important that the session leader makes sure that the written scenarios are clear and that the group members have the opportunity to ask questions.

Session leaders should be aware that some people do not like taking part in role play and therefore it is often better to ask for volunteers for this kind of activity. An alternative is to give group members a character to consider and then ask 'how do you think this character is feeling/would feel in this situation?'

Warm up activity

Find someone who...

Enjoys Italian food Name....................................	Likes chocolate Name.......................................
Can speak more than one language Name...................................	Likes watching the ‘soaps’ on television Name...
Has a brother and a sister Name...................................	Likes going to the cinema Name...
Enjoys camping Name....................................	Has been to America Name..
Is going abroad for a holiday this year Name....................................	Was born outside England Name......................................
Enjoys breakfast in bed Name....................................	Does keep – fit or attends a gym Name..
Is a grandparent Name....................................	Has more than 2 children Name.......................................
Reads their horoscope Name....................................	Is good at crosswords/sudoku Name......................................

APPENDICES

Appendix 1 Study Session Planner

Appendix 2 Study session planner example

Appendix 3 Study session letter

Appendix i

Study session planner **Topic:** **Study session date:**

Responsibility	Action	Resources	Deadline	Completed

Appendix ii

EXAMPLE: Study session planner

Topic: Management of provision for individual pupil need   Date of Session: 01/12/05

Responsibility	Actions	Resources	Time required	Deadline	Completed
Before the session	Before the session:	Before the session:	Before the session:	Before the session:	Before the session:
Ensure that the reading and any preparatory activity are with all group members along with confirmation about when and where the session will be held.	Direct to website. Copy and send materials (reading preparatory activity)	Photocopier Paper Email facility and addresses of all group members	1 hour	14th November	√
	Draft letter to group re session date, time, venue (map/directions) or make phone call	Photocopier Paper Email facility	1 hour	16th November	√
Ensure that cluster group members have the intersessional activities pack	Direct to website. Copy and send Intersessional Activity pack to group members	Photocopier E mail addresses of group members	1 hour	18th November	√
Arrange any visitors or speakers as necessary	None required				
Familiarise yourself with the content, session leader notes and any facilitation techniques needed for this session	Read materials	The Study Topic Additional relevant information Session Leader Guide	2 hours	20th November	√

Plan to lead the session to meet the learning needs of all group members	Decide whether to use the activities as given or to select other ways of presenting the topic	Paper/computer Session Leader Guide	2 hours	23rd November	√
Ensure that all necessary resources are prepared	Check technical equipment, refreshments and room layout Organise and pack resources Display the ground rules	Data projector and screen or interactive whiteboard Presentation slides Flipchart and marker pens Sticky notes Refreshments	1 hour	25th November	√

0d

During the session	During the session	During the session	During the session	During the session	During the session
Lead the Session	Welcome the group Complete the attendance register Invite the previous session leader to review intersessional activities from earlier topic Introduce the topic and discuss the preparatory reading and activity. Review the learning with a focus on leadership Lead group discussion on intersessional activities opportunities Remind group of 'Framework for evaluating options' Remind group to consider the 'next 3 steps'…..' Remind group to complete the session feedback form Close session, giving positive feedback to individuals. Thank the group for their participation and interest.	Give out resources Topic titles slide (for introduction Attendance register Session review questions Framework for evaluation options (Web pages or hard copy of sheets)	2 hours 30 minutes	1st December	

After the session	After the session	After the session	After the session	After the session	After the session
Tidy the venue, thank the cleaners etc. Collate and distribute any material you have agreed to circulate	Collate notes Print notes Photocopy Circulate	Computer Copier Paper E mail addresses of group members		4th December 6th December	
Reflect on your role as session leader and record in your reflective log	Write up reflective log	Reflective Log	½ to 1 hour	7th December	
Forward Feedback Forms	Forward forms	Envelope Stamps	15 mins	8th December	

Appendix iii

Valley View Centre
Valley Road
Shuttletown
Potsworth
PT3 7XY

Telephone 020 3245 9876
E mail: jemimashort@vvc.org.uk

18th November 2005

Dear …………………….

Please find below, the details of our next NPSLBA study session: We will be working on ‘Children, young people and the law’:

Venue:	Valley View Centre
	(Library Room 101)
Date:	1st December 2005
Duration:	2 hours 30 minutes
Start time:	4.00pm
Finish time:	6.30pm
Please bring:	Your reflections on the preparatory reading

Refreshments will be available from 3.30pm so that we can catch up before the session begins.

Parking is available on site; please follow the signs “Visitor Parking”. Once you have parked, please make your way to the reception area (which is also signposted), where you can sign in

I have enclosed/please download the *‘pre-reading preparatory activity and Intersessional Activities ‘.* You will need to look at these before we meet.

If you have any questions give me a call or e-mail me at jemimashort@vvc.org.uk.

I am really looking forward to our session on the 1st December.

Kind regards

Jemima Short

P.S. As this is our last meeting before Christmas let me know if you are interested in going out after the session!