EQAVET4INCLUSION training material for vocational school's staff

Module 5

Training Methodology

The objectives of the training include:
- Inform the school staff about using EQAVET
- Develop the Prevention Plan training material
- Develop a process to identify and track pupils who are at risk of drop-out and respond to the warning signs

Target Group – To whom it may concern

The target groups of the training are:
- teachers,
- school management officers
- guidance counsellors

Detailed Training Programme

Module 5: Collaboration and information	Training Methodology: Distant asynchronous learning Duration hours: Appx 15-20 hours

Unit 5.1: Collaboration with parents

Activity 1. Changing perspective, knowing, understanding (2.15 h)

Background
To implement strategies aimed at building an effective school-family relationship, it could be helpful to understand teachers' own communicative-relational approaches towards parents, parents' behaviours associated with specific parenting models. Based on existing literature, the following have been defined:
- the three most common parenting models and related behaviours when teachers communicate their children's positive or negative evaluations;
-the features and risks of the three main communication approaches of teachers.
 - tips for applying coping strategies to avoid conflicts, manage them, and strengthen the school-family relationship.

Outcome
Participants will be able to:
1) recognize their own style and apply it in a more effective way based on the parents they deal with;
2) apply strategies to be used based on different parenting styles to manage conflicts and strengthen the relationship.

Audience
VET teachers are involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach
The activity is in two macro-phases

Phase: 1.1 What communication approach do you adopt with parents? (1 h)

A. Stimulation: propose the different approaches only with the description of the characteristics, without showing the part on the risks (10 minutes).
B. Contextualization: work in pairs (20 minutes), participants discuss their approaches and main characteristics
C. Reflection: after the pair work, group work in plenary (30min): Guiding questions: Do you think there are risks associated with each of these approaches? Which ones are they?

Show potential risks associated with each approach, feedback and conclusions (15 min)

"Parental Communication" approach refers to an approach where teachers communicate with parents in a manner that reflects understanding, care, and a familial connection.

Features

1. Teachers engage in warm and affectionate conversations with parents, showing empathy and understanding for the family's situation.
2. Teachers may opt for informal meetings or discussions in front of the school.
3. Teachers express care and concern for the child's well-being, ensuring that parents feel supported in dealing with challenges their child may face.
4. Teachers work with parents to define the child's educational goals, taking into account the contributions and aspirations of both parties

Risks

1. Reinforcement of the parent's dependence on the teacher's decisions. Parental action and resource mobilisation could be limited and inhibited; parental decision-making autonomy relying on teacher input could be restricted; potential tendency to substitute educational roles.
2. Lack of structured communication, which may also disaccustom parents of attending formal meetings.
3. Feeling of discomfort and overwhelm by some parents, which may hinder collaboration on more challenging issues.
4. Risk of blurring professional boundaries, implying a risk for the balance between support and professional distance

Directive communication" approach involves the provision of clear and explicit directions, instructions or guidance by teachers who present themselves as representatives of the school, giving more importance to the institutional dimension than to the relational one

Features
1. Prevalence of a communication direct and judgmental, with a less personal and affectionate approach.
2. Focus on communication primarily aimed at conveying essential information regarding the child's academic performance and behaviour, rather than creating a familial atmosphere.
3. Central role of assessment by teachers who provide direct evaluations or feedback.
4. Use (almost exclusive) of formal communication channels, such as scheduled meetings and official reports

Risks

1. From such an approach, parents may experience feelings of incapability of supporting educational and learning tasks, avoiding meetings with the teacher or seeking confrontation due to fear of negative judgments.
2. Parents might perceive the approach as authoritarian and react defensively, by generating resistance.

3.   The emphasis on the institutional dimension and judgments may discourage active involvement of parents in their children's school life. Parents might feel marginalized or neglected.

4.   In situations where students face difficulties or challenges, an overly direct approach may not facilitate effective collaboration between teachers and parents in addressing these issues

"Competent Communication" fosters an environment where the educational relationship is functional, aiming to achieve shared objectives through effective collaboration between teachers and parents.

Features:

1.   Use of technical and empathetic tools, supporting parents in promoting their child's potential.

2.   The relationship is seen as collaborative, with the teacher recognizing the parent as a resource rather than a problem.

3.   Predominantly collaborative, respecting the parent's decision-making autonomy.

4.   Any issues are reported and managed, highlighting parental competence.

Risks

1.   Reinforcement of the parent's dependence on the teacher's support and advice, neglecting their own educational autonomy

2.   An indirect pressure might exert on the parent, who may feel obligated to follow the teacher's guidance although they disagree.

3.   Parents might expect excessive involvement and interference from the teacher in family life.

Phase: 1.2 What relationship strategies are most effective with the parents of your students? (1.15 hours)

A. Reflect: which parents are we dealing with?

Work in groups of 4 to 8 participants (15 min): Think about your students' parents and how they relate to their children and you as teachers.

- Guiding questions: how do they behave towards their children? How do they behave when you tell them they got a good evaluation? and how do they behave when they got a bad evaluation?

B. Understand:

-Facilitator shows the Cards with the three most common parenting styles (Card 1) and the Cards with the most common reactions/behaviours (Card 2); (15 minutes)

- Work in groups (4-8 people), associating each style with the behavioural profile presented based on participants' experience with the parents of their students (15 minutes)

NOTE FOR THE FACILITATOR: "Cards 2" below are presented with a heading referring to the parenting style and with different colours. However, to stimulate reflection, it is advisable to remove the heading and the colours that distinguish them. Encourage participants to focus on the content and concepts rather than being influenced by visual cues.

  C. Act by defining effective strategies:

- Facilitator shows Cards (Card 3) with strategies to build an effective relationship with all three parenting styles (10 minutes)

- Group work in plenary, discussion about effective strategies presented and those referring to the experience of the participants (20 minutes)

Guiding questions: Does what you usually do reflect any of these strategies? Can you give us a concrete example of a context in which you have applied some of these strategies? What other strategies have you adopted that have proven particularly effective, and with which "type" of parents?

- ## AUTHORITARIAN_1st Card

The authoritarian parenting style is essentially judgmental: it assesses, corrects, and enforces. Authoritarian parents impose rules on their children and demand specific behaviours. They appear detached and rarely encourage the expression of their children's opinions.

- ## PIRMISSIVE_1st card

One of the traits of the permissive parenting style is the overprotection shown towards the child. These parents have low expectations for their children regarding rules and discipline. Children are consulted on decisions, and the reasons behind family rules are explained to them. Permissive parents are incapable of implementing direct forms of healthy discipline; disciplining their own children, in their view, would equate to not loving them. Children growing up in this atmosphere tend to develop low determination and little interest in achieving goals

- ## AUTHORITATIVE _1st card

They are parents who, with their child, tend to explain the rationale behind rules and norms in a rational manner; the adoption of rules is flexible and appropriate to the situation; the emotional tone is one of benevolence towards the child. Even though they enforce discipline firmly and decisively, they communicate to their children the reasons behind their behaviours and articulate their educational choices.

- ## AUTHORITARIAN_2nd Card

In the case of a positive evaluation, they do not seem to appreciate either the teacher's work or the academic efforts made by the child. Instead, they accept the communication content as something taken for granted, expected, and natural.
In the case of a negative evaluation, or even one that is not entirely satisfactory, they may become critical of the school or hostile towards the teacher. They may express their displeasure through sarcasm or overt criticism of the teacher's competence. They perceive

the negative evaluation as a direct attack on their parenting style; what they cannot accept is any damage to their perceived perfect image as parents. Their presence at school is aimed at emphasizing what is not working.

• PIRMISSIVE_2nd^t card

In the case of positive evaluations from teachers, tend to express appreciation for their child's success and to attribute the merit of success primarily to the child itself, emphasizing their autonomy and ability to make their own choices They might downplay the relevance of a positive evaluation by emphasizing that academic assessments are not the primary or crucial focus in their child's life.

In the case of negative teacher evaluations, permissive parents have one goal: unconditional defence of their child, as they are not emotionally available to understand any difficulties, either in terms of learning or relationships. They may believe that negative evaluations are unfair or that they do not accurately represent their child's abilities; they may attribute difficulties to external factors dispute the teaching methods or downplay the importance of negative evaluations emphasizing that academic results are not the only indicator of their child's success or achievement.

Permissive parents develop a dependent relationship with the teachers. This can be an expression of passivity that delegates the primary educational responsibility for their child's learning to the teacher. They may be less inclined to actively participate in school meetings or events.

• AUTHORITATIVE _2nd card

In cases of positive evaluations, they emphasize the importance of the experiences and learnings acquired along the way. They show gratitude toward the education received and support provided by the school and teachers. They recognize the importance of school-family collaboration in the child's success.
In cases of negative evaluations, they ask for detailed information about the area of learning in which the child received a negative evaluation to better understand the reasons behind that evaluation; and see the negative evaluation as an opportunity for improvement and growth.

• AUTHORITARIAN_3rd Card

The teacher faced with a parent with an authoritarian educational style should try not to take up the challenges and attempt the proposal of a welcoming relational

dimension of the suffering of these parents, who have experiences of low self-esteem, devaluation and anxiety. **Emphasizing the child's positive resources**, since, many times, their child's school represents, for this type of parent, a place of redemption and possible affirmation and confirmation of their abilities, through their child's eventual success.

Understanding the authoritative parent's point of view, listening to their concerns and perspectives, showing **empathy and respect**, even if there are differences of opinion**. Encourage sharing their point of view through open-ended questions**.

Explain clearly and respectfully the rationale behind decisions made, **avoiding adopting an equally authoritarian style in response**. The goal to be achieved is to **make them understand that teachers' decisions are based on careful observation and evaluation.**

Provide information based on studies and research **on the effectiveness of balanced parenting styles** to show how an approach that combines authority with emotional support can produce positive results-

Hold regular meetings to discuss the child's progress, allowing parents to express their concerns.

Collaborate on learning plans, by involving them in creating personalized learning plans for the child.

- **PIRMISSIVE_3rd card**

When faced with a parent using a permissive parenting style, **the teacher should not accept any form of educational delegation** but should work to promote parenting skills, attempting to activate possible resources.

Set clear expectations regarding the parent's role in their child's education. Emphasize the importance of structure, consistency, and positive reinforcement in promoting a conducive learning environment.

Organize informational and training workshops/sessions specifically tailored to permissive parenting styles. Provide insights into effective parenting strategies, the importance of boundaries, and fostering a supportive learning environment at home.

Provide successful examples of how a combination of autonomy and parental guidance has led to academic success and positive development in other students.

Emphasize the importance of limits and rules, highlighting how limits and structured routines at home can promote child responsibility and maturity.

Emphasize the importance of consistency between home and school environments.

Develop a step-by-step involvement plan for parents, recognizing that some may need a more progressive approach, identifying practical steps that can be implemented over time.

Highlight any positive changes in the parent's involvement or parenting approach.

Collaborate on learning plans, by involving them in creating personalized learning plans for the child.
Provide educational suggestions that balance the child's autonomy with more active parental guidance.

- **AUTHORITATIVE _3rd card**

  When a teacher is dealing with a parent with an authoritative parenting style, typically characterized by a balance of warmth and firmness, he or she can adopt some strategies to promote effective collaboration and the child's well-being.
  Involvement in the educational process, inviting the parent to actively participate. Seek their input on educational goals and teaching strategies.
  Involve the parent in decision-making processes related to the child when appropriate. This may include curriculum choices or behavior management decisions.
  If appropriate, **provide information about support resources available** in the community or school, such as counseling services or tutoring.
  The goal is to **strengthen an already positive partnership** between the school and the parent, putting the child's well-being and academic success at the forefront

Activity 2: Involve parents by considering them experts on their children (2h)
Background: Involving parents, especially those who tend to participate little or not at all in their children's school life, goes through valuing their knowledge about their children as an important source of information and learning for teachers.

Outcome
Participants will be able to: apply practical tools to involve parents more meaningfully in the educational process; and innovate their current involvement practices by enhancing the perspective of parents as experts on their children.

Audience:
VET teachers are involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach
The activity is made of 4 steps, in addition to the introduction and conclusions (2 h)
1. Presentation of the objective and structure of the activity (10 min)
2. Sharing Experiences (20 min)
   In small groups of 4, teachers share positive experiences and challenges encountered in involving parents, highlighting strategies that have worked
3. Presentation and analysis of Success stories (25 minutes)

Analysis of success stories from other schools that have successfully implemented engaging initiatives with parents

Discussion on what made these initiatives successful

Examples of success stories are provided below.

4. Simulation of parent-teacher meetings (30 minutes)

In pairs, teachers simulate a parent-teacher meeting in which they practice questions that enhance family perspectives (15 minutes).

Collective discussion on how the dynamics of the simulations could be integrated into daily practice (15 minutes).

Examples of questions are provided below.

5. Building a parents involvement plan (30 minutes)

Teachers work in groups of 4 to define ideas for parental involvement plans (15 mins);

each group briefly presents their plan and shares it with the rest of the participants (15 mins)

6. Conclusions (5 mins)

Grid of questions to give value to parents' perspectives

Family history and experiences

1. Are there any family traditions or personal experiences that you think might influence your child's learning? I would like to know more about your family history.

2. Let's talk a little bit about your family roots. Are there any past experiences that you think are relevant to better understanding your child?

Expectations

3. Are there specific goals you would like to achieve during the school year?

4. How can I contribute to the achievement of these goals?

Family interests

5. What are your family's passions and interests?

6. Is there anything your child particularly loves that we can incorporate into the school environment

Family skills

7. What practical skills can your child learn from you at home? For example, cooking, gardening or manual skills."

8. How many languages are spoken in the family? How can we value and respect linguistic diversity in your child's educational life?

Educational-cultural traditions

9. Are there any educational and/or cultural practices related to education in your family? I would like to better understand how I can respect and integrate them

10. How can we integrate these practices/experiences into educational planning?

Examples of parent involvement success stories

Success Story 1

A school created a platform for parents to share their experiences, expertise, and suggestions on adolescence and their children's education. Teachers actively participate in these sessions, listen to parents' perspectives, and adapt educational strategies based on the information received

Success Story 2
One school implemented interactive workshops where parents have the opportunity to share their expertise with students. Each parent was invited to lead a short workshop on a topic of their expertise. Teachers facilitated these sessions, encouraging students' active participation and promoting respect for their parents' expertise.

Success Story 3
One school turned traditional parent-teacher meetings into interactive conferences. During these conferences, parents had the opportunity to briefly present their children's strengths, interests, and challenges. Teachers used this information to further customise educational approaches.

Activity 3: Adopt a supportive and sensitive relational approach with underprivileged families (3h)

Background: To facilitate the creation of partnerships with disadvantaged families, it is important to create relationships that leverage so-called interdependent cultural norms in which not only the individual student but the entire family context is at the centre.

Outcome
Participants will be able to: concretely support the participation of disadvantaged families; and apply tools based on the family-centred participation approach.

Audience: VET teachers

Approach
The activity consists of an introductory moment and two exercises (family-centred teacher-parents meetings scenarios simulation and role play)

Introduction (20 min., plenary session): to stimulate teachers' reflection on the implications for VET schools of involving parents with mainly interdependent norms.

Underprivileged/ disadvantaged parents	Non-disadvantaged parents
interdependent cultural norms	independent cultural norms
PARTICIPATION	
Extended family participation Parents may prefer an extended family participation in educational and support decisions since they conceive of education as a collective effort ➔ Example: parents may prefer that grandparents or uncles also participate in school meetings/activities. ❖ Extended participation focused on the needs of the family as a whole	**Personal participation** Parents may prefer more individual participation focused on their child's specific needs. ➔ Example: parents may prefer that only parents participate in school meetings and have confidential conversations with teachers in which they talk about the needs and results of their children and not the relational, emotional and behavioural needs of the peer group in which the children are placed. ❖ Individual participation, focused on specific needs of the individual student.
COMMUNICATION PARENTS/SCHOOL and vice versa	
Indirect communication through social networks and close relationships with other parents, perhaps from the same community (in the case of migrants) or who have similar experiences to their own. Trust could be based on sharing	**Direct and formal communication** in institutional and more standardised environments and methods, focused above all on individual objectives and expectations towards the child.

common experiences.	➔ Example: a parent may prefer in-school and individual meetings with teachers to discuss their child's personal progress, communications on the class register or through official school channels
➔ Example: parents might be more willing to communicate openly with the school if within peer learning groups (more experienced and less experienced parents) where they can exchange information about the school, share concerns and expectations. This setting might make them more comfortable.	
❖ Indirect communication, based on relationships.	❖ Direct communication, focused on individual objectives.

INVOLVEMENT	
Collective/community involvement in school activities	**Selective involvement in school activities**
➔ Example: parents might prefer activities involving multiple families, such as collective events or group initiatives	➔ Example: parents may decide to only engage in events or activities directly related to their child's specific interests
Underprivileged parents may be more likely to be involved in the school community as a group.	❖ Parents may be more likely to want to be involved in the school only for limited activities aligned with their children's aspirations and needs, and not necessarily having to interface with the parents of other students.

Simulation of two family-centered teacher-parent meetings scenarios to promote family-centered relationship (1.10 h)

1) (Tot. 20 min) Scenario's simulation. Two scenarios are presented here and we recommend using both to generate more dynamics and insights for analysis.

Form groups of 4 people: 1 person plays the teacher; 1 person plays the parent; 2 other people observe and take notes. The observers are provided with a grid of guiding questions useful for focusing on the most important points; the questions should be read before starting the exercise and will be taken up again in the next phase

2) (20 min) Each group analyses the parent's answers and how the teacher managed the conversation (in groups of 4) based on the answers to the guiding questions

3) (30 min) Analysis and discussion in plenary conducted by the facilitator. Below, for each of the two scenarios presented, suggestions are provided to the facilitator for structuring and conducting the analysis with the whole group; they are indications that can be enriched based on the sensitivity of the facilitator.

Guiding questions
1) How did the teacher create an open and welcoming environment at the beginning of the meeting?
2) How did the teacher formulate the invitation to the family to share information about family well-being?
3) How did the teacher demonstrate empathy for experiences or challenges the family may face?
1) Has the teacher proposed any support strategies based on the family's responses?
2) How was the meeting closed positively and inclusively?
3) Has the teacher discussed any next steps or planned future interactions based on the family's responses?

SCENARIO 1: "How is Your Family?"

Context: A teacher approaches a parent of an underprivileged student to begin a family-centered conversation.
Objectives: Gather information on the general well-being of the family; Show genuine interest without assuming anything.

Teacher: "Good morning! How are you today? I'd like to know how your family is. How is everyone?"
Parent: "Hello, thank you for asking. We have ups and downs, but we are getting by."

Teacher: "I see. May I ask if there are any particular challenges your family is facing right now?"

Parent: "Well, we have some economic difficulties and my job is not stable at the moment."

Teacher: "I thank you for sharing this with me. We are here to support you. Is there anything specific that we could focus on or that the school could do to help you?"

SCENARIO 2: "What Does Your Family Need?"

Context: A teacher prepares to meet an underprivileged family to better understand their needs.

Objectives: Identify the specific needs of the family; Create an open environment in which the family feels comfortable to share.

Teacher: "Hello, thank you for being here. We want to make sure that we support your family in the best possible way. Can you share with us what your family's main needs are at the moment?"

Parent: "Well, we are struggling with school expenses and sometimes it is difficult to put food on the table."

Teacher: "I understand that these can be significant challenges. We are here to help. Can we discuss together how we can reduce the burden of school expenses and if there is any additional support that would be helpful?"

Parent: "Yes, that would be really helpful. I don't know if there are financial assistance programmes or resources to buy equipment (books, public transport costs) to come to school.

Teacher: "Thank you for sharing this with us. We will definitely explore all available options and try to find solutions. I would also like to ask you if there is anything else the school could focus on to improve your experience"

Facilitator (Trainer)-led Scenario 1 analysis guide:

Parent's Response: "Well, we have ups and downs, but we're getting by."

Analysis:

- The parent provides an open-ended response, indicating a complex but not detailed situation.

- The teacher acknowledges the response without making assumptions or judgments.

Parent's Response Next: "We have some economic difficulties and my job is not stable at the moment."

Analysis:

The parent elaborates on the response, pointing to a specific economic challenge.

- The teacher demonstrates empathy and openness, acknowledging the difficulties without judging.

Teacher Question: "Is there anything specific that we could focus on or that the school could do to help you?"

Analysis:

- The teacher offers specific support, demonstrating an active willingness to assist.

- The question is open-ended, allowing the parent to indicate areas where resources or support might be needed.

General Considerations:

- The teacher handled the conversation with sensitivity and without making assumptions.
- She/he demonstrated empathy for the family's challenges.
- The teacher's approach is solution-centered, looking for specific ways to offer support.

Possible Improvements:
- The teacher could ask for more details about the parent's job instability to better understand the specific needs.
- She/he might ask if there are resources or programs already known to the family that could be used.

Facilitator-led Scenario 2 analysis guide:

Parent's response: " Well, we are struggling with school expenses and sometimes it is difficult to put food on the table."

Analysis:
- The parent provides a clear and specific response, indicating financial challenges related to school expenses and the family's food well-being.
- The teacher demonstrates openness and acceptance of the parent's sharing of difficulties.

Parent's Response Next: "Yes, that would be really helpful. I don't know if there are financial assistance programmes or resources to buy equipment (books, public transport costs) to come to school"

Analysis:
- The parent indicates a willingness to receive support and asks for specific information on financial assistance programmes and resources.
- The teacher responds with empathy and openness, promising to explore the options available.

Teacher Question: "I would also like to ask if there is anything else the school could focus on to improve your experience."

Analysis:
- The teacher recognises the importance of considering family needs more broadly in addition to school expenses
- The open-ended question indicates a willingness to address all facets of family needs.

General Considerations:
- The teacher handles the conversation with sensitivity, showing interest and willingness to support the family in various areas.
- Responds to parent's specific questions and offers active engagement in exploring solutions.

Possible Improvements:
- The teacher could ask if the family has previous experience with financial assistance programs, to further tailor support.
- Could provide immediate information on known programs and establish follow-up to explore further options.

Role Play "Organising and managing meetings with extended family members" (1.30 h)

The role-play is aimed at making teachers practice the skills of inviting inviting and managing inclusive meetings, demonstrating sensitivity to family dynamics and ensuring a welcoming environment.

1) (20 mins) Introduction to role play, objectives, roles and rules; distribution of materials, group formation and preparation for role play;
2) (10 mins) Role play in groups of 4/5 people: 3 people play and 1 (or 2) observe;
3) Discussion post-role play:
a) (30 mins) Each group analyses how the teacher handled the invitation and created a welcoming environment. Use the analysis questions provided below;
b) (30 mins) Plenary session led by the facilitator to exchange ideas on how to adapt the approach to the specifics of each family. Use the stimulus questions provided below

Participants are 3 teachers with the following roles: Teacher, Parent, parent's brother (or other extended family member)

Role Play:
A teacher organises a meeting with an underprivileged family and wishes to involve not only the parents, but also other extended family members, such as siblings and uncles living together.
1. Initial invitation:
Teacher: 'Hello! We are excited to organise a meeting to discuss your family's needs. We would like to involve all family members who would like to participate. Do you have siblings or other family members who might want to participate?"
2. Confirmation of participation:
Parent: "Yes, my brother is very involved in my daughter's life. I think he would be happy to participate."
3. Creating a welcoming environment:
Teacher: "Perfect! We want everyone to feel comfortable. We'll have a dedicated space for everyone, and we'll make sure the meeting is inclusive and respectful of everyone's perspectives."
4. Active involvement:
Brother: 'I'm glad to be here, but I don't know how much I can contribute. I'm not very involved in the school usually."
Teacher: "We really appreciate your participation. Every perspective is valuable, and we want you to feel comfortable sharing any thoughts or concerns."
5. Managing Family Dynamics:
Teacher: "If there are family dynamics that we want to consider during the meeting, let me know. We want this to be a useful time for everyone."
6. Conclusion and Appreciation:
Teacher: "Thank you both for being here today. We look forward to hearing all perspectives and working together to support your family."

TOOLS FOR ANALYSIS AND DISCUSSION

a) Grid of Questions for the analysis of how the teacher handled the invitation and created a welcoming environment
1. How did the teacher show openness and interest in inviting all family members to participate?
2. Did the teacher ensure that the family felt free to include anyone who wished to participate?
3. Did he/she consider the specific needs of the family in creating a welcoming environment?
4. How did the teacher manage the active involvement of the brother during the role play?
5. How did the teacher deal with the possibility of complex or sensitive family dynamics during the meeting?
6. How did the teacher highlight the importance of different perspectives and encourage all participants to contribute?
7. How did the teacher deal with family dynamics, especially those that could be sensitive or complex?
8. What strategies did the teacher employ to actively involve the brothers and ensure that they felt an integral part of the meeting?
9. Did he/she use open questions and encourage participation?

b) Stimulus questions for the facilitator for the session on exchanging ideas on how to adapt the approach to the characteristics of each family.
1. How did the teacher show flexibility in adapting the approach according to the specific needs and dynamics of the family in the role play?
2. Did the teacher suggest strategies to personalise the invitations according to each family's preferences and circumstances?
3. How did the teacher emphasise consideration of individual needs and open discussion on how the school can best adapt to the characteristics of the family?
4. Did the teacher encourage feedback from the family on how to make interaction and participation more meaningful?

Unit 5.2: Collaboration with other schools and external organisations

Active engagement of the territorial network (4.30 h)

Background
Strengthening the collaboration of an area network (or even building new networks) can help schools generate greater impact for their students. To do so, it is necessary to create the conditions for collaboration to add value for all parties involved.

Outcome
Participants will be able to: apply tools to support partnerships with other schools/external stakeholders and other schools; and develop partnerships based on EQAVET quality criteria.

Audience
VET teachers and Headmasters.

Approach

The activity is structured in two steps: 1) reflection and self-assessment of one's territorial networking practices; 2) drafting a (rough) plan to improve existing collaboration and/or build new ones. It can also be conducted in two sessions

STEP 1 (2.15 h)
1) Introduction and distribution to participants of the following checklist. The checklist proposes the main elements of a partnership, aligning them with the EQAVET criteria (20 min);
2) Pair work of teachers belonging to the same individual school (if there are not at least 2 teachers belonging to the same school, the work can also be done individually): reflection/self-evaluation on their school's past and present practices in collaboration with other schools/external stakeholders (45 min)
3) Group work (4 participants from different schools) on the results and major insights that emerged (20 min);
4) Plenary session: identification of the common and most impactful critical issues and strengths that emerged; you can use the SWOT analysis tool. (40 min)
5) Conclusion (10 min)

Check-list:
1. Governance and leadership:
➢ Presence of clear and engaging leadership in partnership management.
➢ Active involvement of school managers and other schools/stakeholders.

2. Planning and Design:
➢ Clear identification of partnership objectives.
➢ Structured planning of activities with clearly defined times and resources.

3. Information sharing and communication:
➢ Clear and accessible communication channels
➢ Communication strategies to actively involve other schools/ stakeholders.

4. Stakeholder involvement:
➢ Active involvement of community representatives, local businesses and other key stakeholders.
➢ Mechanisms to collect feedback and evaluate other schools/ stakeholders engagement.

5. Professional development:
➢ Providing professional development opportunities for teachers and community members.
➢ Adequate training on how to manage and improve partnerships.

6. Resource management:
➢ Efficient use of available financial and human resources.
➢ Regular monitoring of resources to ensure the sustainability of partnerships.

7. Teaching and learning processes:
➢ Effective integration of partnership activities into the school curriculum.
➢ Direct involvement of students in practical learning activities.

8. Quality Assurance:
➢ Implementation of activity evaluation and monitoring mechanisms.

➢ Using evaluation results to continually improve partnerships.

9. Inclusion and diversity:

➢ Ensuring that partnerships are inclusive and respectful of the diversity of the community. Adopt practices that promote fair access and equity in initiatives.

10. Results and impact:

➢ Monitoring the impacts of partnerships on the community, school and students.
➢ Using findings to adapt and improve initiatives over time.

11. Networking and cooperation:

➢ Active participation in local networks and cooperation initiatives.
➢ Creation of synergies with other institutions and organisations in the area.

12. Sustainability:

➢ Implementation of strategies to ensure the long-term sustainability of partnerships.
➢ Involvement in the creation of local policies to support initiatives.

STEP 2 (2.15 h)

1. Distribute and present the list of questions to participants. Explain to participants that the questions are inputs to be used as guidelines to begin sketching out a plan to strengthen collaboration with the territorial network. (20 min)
2. Group work (4 people) (50 min)
3. Sharing the various groups' draft plans to gather feedback, suggestions, ideas (45 min)
4. Integration of the draft plan based on the suggestions/ideas provided by the other groups and finalisation (20 min)

Questions:

● What is the priority needs that the school wants to satisfy together with other schools/external stakeholders?
● What might be the needs of other schools/external stakeholders that the school can help meet?
● What contributions do we ask from other schools/external stakeholders? (How can external stakeholders help us?)
● What could be the benefit of this collaboration for other schools/external stakeholders?
● What resources do we have, both in the school and in the community, including expertise, facilities, funding, and how are we likely to access external stakeholder resources for the project?
● What types of activities can we design that involve both students and the community, promoting collaboration and mutual learning, while also considering the contribution of external stakeholders?
● How can we develop specific projects that are achievable, taking into account the resources available in the school, in the community and through the involvement of external stakeholders?
● How can we ensure clear and regular communication with all stakeholders, maintaining transparency on progress and involving them in the decision-making process?
● How can we regularly evaluate the effectiveness of our initiatives, gathering feedback from external stakeholders to make continuous improvements?
● How can we hope that the networks we create will be sustainable in the long term, perhaps through the training of local resources or the creation of stable funding mechanisms?
● What experiences, challenges overcome and best practices can we record, involving both the school and external stakeholders, to create a replicable model to share with other communities?

Please see below some indicative Training Techniques per type of training methodology.

- **Case studies**

  In a group exercise a cohort of trainees work together through a given scenario or problem to identify and explore a solution. Then they have to present their solution(s). This technique provides the opportunity for participants to use multiple skills, from problem solving to presentation skills as well as appreciating the opinions of others and working effectively in a team.

- **Power Point Presentation**

  The most well-known technique used for classroom training. Power Point Presentation can be combined with any other lecturing technique. For its effective implementation, a Power Point template has been designed, in order to help trainers to deliver their lectures. Apart from basic written information, PPTs will also include visual stimulators, such as images, graphs, and tables, to better describe and frame their topic of interest.

- **Open Questions**

  Open questions consist of a question that cannot be answered with a single yes or no but requires a developed answer. It is raised over a matter which is undecided and invites trainees to provide longer responses in order to demonstrate their understanding, using their own knowledge and/or feelings.
  Open-ended questions also tend to be more objective and less leading providing trainees the context to construct a free-form answer. Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Open-ended questions are useful for examining in-depth understanding and comprehension while at the same time, they may question reasoning or critical thinking.

- **Closed Questions**

  The closed Questions and answers technique consists of composing specific questions that will be asked to the trainees. This technique increases trainees' participation and encourages active learning. In this project, six different formats of Closed Questions and answers will be used, namely:
  - True or False,
  - Multiple Choice,
  - Multiple Response,
  - Multiple Choice Text,
  - Sequence Matching Questions

  True or False format is mostly used in order to emerge a crucial difference between two sentences, while multiple-choice asks the learner to select the most appropriate option. Multiple response is similar to multiple choice but provides more than one correct answer. Multiple-choice texts extend the multiple-choice technique in the context of a whole text with gaps filled by various provided choices. Sequence matching is a procedure that asks the learner to match terms of two groups while Word Bank consists of a text with gaps and a provided pool of words aiming to be placed in the correct place in order for the text to make sense. Closed questions are often used in assessments; therefore, this technique is useful when preparing trainees for exams.

- **Video Analysis**

The main aim of video analysis is to create resources that objectively display key information and facts about an activity that can be used to support and enhance the feedback process. When delivering training sessions on video analysis tools to a group of trainees, whatever their level of education or experience, it is a good practice to base the analysis on three main but trivial steps:
  - Present video
  - Ask the trainees for key messages
  - Ask important questions and get the feedback from the trainees
  - Provide additional coaching or feedback

- **Self-directed Activity**

In a self-directed activity, the learner is provided with a case study or another type of challenge and is requested to provide comments, express opinions, or resolve an issue. Feedback is provided to the learner at the end to ensure that the activity is effective enough for the learner.

- **Bibliographic Review**

A bibliographic review or literature review is a type of review resource. A bibliographic review is a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources and do not report new or original experimental work.
A literature review has four main objectives:
  - It surveys the literature in your chosen area of study
  - It synthesizes the information in that literature into a summary
  - It critically analyses the information gathered by identifying gaps in current knowledge; showing limitations of theories and points of view; formulating areas for further research and reviewing areas of controversy
  - It presents the literature in an organised way
A literature review shows that its contactor has an in-depth grasp of a subject.

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