

## SUGGESTED MANDATORY IN-SERVICE PROGRAM - 2009

*Important Note: Using this program will require playing, selecting specific sections and reviewing long sections of the video/DVD.*

Session	TOPIC	ACTIVITIES	RESOURCES	TIME
<b>Session # 1</b>	<p><b>Module 1 Overview and inappropriate behaviour and harm to students by employees</b></p> <p>Learning Objectives Participants will:</p> <ul style="list-style-type: none"> <li>▪ become familiar/ comfortable with the group setting</li> <li>▪ be introduced to the objectives of the in-service</li> <li>▪ review relevant SP legislation</li> <li>▪ become familiar with BCE Student Protection Policy Imperatives</li> <li>▪ learn definition of harm</li> <li>▪ learn sources of harm</li> </ul>	<p>1. Welcoming address housekeeping</p> <p>2. Introduction – State the objectives, explain the activities (that they involve exposition, small-group work, discussion and reporting back to the group)</p> <p>3. Review relevant legislation</p> <p>4. Review BCE SP policy imperatives</p> <p>5. Definition of “harm”</p> <p>6. Discuss 4 sources of harm</p>	<p>PowerPoint slides for Module 1</p> <p>Handout - legislation</p>	25 mins
	<p><b>Preventing and responding to employee inappropriate behaviour and harm to students</b></p> <p>Learning Objectives Participants will be able to:</p> <ul style="list-style-type: none"> <li>• understand employees behaviour and student protection requirements under Code of Conduct</li> <li>• recognise appropriate and inappropriate employee behaviour</li> <li>• appreciate the need for maintaining professional boundaries in their relationships with students</li> <li>• understand their reporting responsibilities especially mandatory reporting requirements</li> </ul>	<p>7. View the introductory video/ DVD segment – Kay McGrath (Introduction segment DVD)</p> <p>8. Introduce topic – Harm by employees</p> <p>9. View Power point slides re Code of Conduct and employee behaviour Discuss mandatory reporting of sexual abuse</p> <p>10. 4.View DVD/video scenarios and expert comments – (Section 4 DVD/Video) DVD Scenarios (a).chance Meeting – professional boundaries (b).exasperation – physical</p> <p>11. Small group processes to discuss video/DVD scenarios (See Appendix 2a and 2b for questions for group process)</p>	<p>DVD/Video – section #4</p> <p>Handout for appropriate and inappropriate behaviour</p> <p>Handout for Assessment and intervention framework for allegations against staff</p>	80 mins

	TOPIC	ACTIVITIES	RESOURCES	TIME
<b>Session #2</b>	<p><b>Module 2</b></p> <p><b>Preventing and responding to suspected harm to students from outside the school - Learning Objectives</b></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the definitions of different “harms”</li> <li>• list and explain signs that may indicate a student is suffering from or is at risk of harm/ abuse/neglect from a source outside the school environment</li> <li>• understand and appreciate the role of and processes followed by other government agencies involved in child protection</li> <li>• understand privacy and confidentiality provisions under the Child Protection Act (1999)</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce Harm to students from someone outside BCE</li> <li>2. Small-group task Explain the small-group task (Risk assessment) Appendix 2c – Written Scenario “Seeing Signs”</li> <li>3. View the video/DVD segment (a series of interviews with experts answering teachers’ FAQ’s about the issue)</li> <li>4. View the video/DVD segment (Scenario 1 – ‘I fell off my bike’ from the appended scenarios at the end section of the video/DVD) titled “Recognising the Symptoms”.</li> <li>5. Facilitate small-group discussion and preparation of responses to questions on DVD/video scenario <ul style="list-style-type: none"> <li>• Ask a spokesperson from each group to address the entire group</li> <li>• Review each group’s responses</li> <li>• Discuss answers to questions</li> </ul> </li> </ol>	<p>PowerPoint slides Module 2</p> <p>Scenario</p> <p>Handout “Seeing the signs”</p> <p>DVD – Section #1</p> <p>DVD – Additional Scenarios</p> <p>Whiteboard</p>	90 mins

	TOPIC	ACTIVITIES	RESOURCES	TIME
<b>Session #3</b>	<b>Module 3</b>	1. Introduce Student to student harm and student self-harm 2. Bullying and other slides	PowerPoint slides Module #3	30 mins
	<p><b>(a) Preventing and responding to student to student harm and</b> <b>(b) Student self-harm</b></p> <p>Learning objectives Participants will be able to:</p> <ul style="list-style-type: none"> <li>➤ Understand definitions of bullying/cyber bullying</li> <li>➤ Understand why bullying occurs</li> <li>➤ Effects of bullying</li> <li>➤ Learn about what schools can do</li> <li>➤ Review the seriousness of some student to student harm</li> <li>➤ Understand the definition of self-harm</li> <li>➤ Understand the different levels of self-harm</li> </ul>	<p>3. view the two video/DVD segments (interviews with experts in relation to bullying and student self-harm)</p> <p>4. Self-harm slides</p> <p>5. Optional – View scenarios for student to student harm and student self harm and discuss in groups</p>	DVD- Section #2 & #3	30 mins

	TOPIC	ACTIVITIES	RESOURCES	TIME
<p><b>Session #3</b> Contd.</p>	<p><b>Module 4</b> <b>Summary, evaluation and certification</b> Learning Objectives Participants will:</p> <ul style="list-style-type: none"> <li>• Have any questions addressed and know where to go for follow-up advice</li> <li>• Understand where to seek support</li> <li>• Understand reporting responsibilities and processes</li> <li>• evaluate the in-service</li> <li>• receive their certificates and sign off attendance lists</li> <li>• learn how to handle a disclosure</li> <li>• establish a record keeping framework suitable for student protection issues</li> </ul>	<ol style="list-style-type: none"> <li>1. Summary of reporting processes for different sources of harm.                             <ul style="list-style-type: none"> <li>▪ Handling disclosures of abuse</li> <li>▪ Reporting and Keeping Records</li> </ul> </li> <li>2. Role of Access Program and Student Protection Officer</li> <li>3. Conduct Forum for questions and follow up on concerns (Principal and facilitator)</li> <li>4. Hand out evaluation forms</li> <li>5. Present Certificates and ensure participants have signed attendance list</li> <li>6. Collect evaluation forms</li> </ol>	<p>PowerPoint Slides Module 4</p> <p>Evaluation Forms</p>	<p>30 mins</p>