**Workshop: Educational Relations Management**

## Silvia Ziletti

***WORKSHOP AIMS AND INTENDED LEARNING OUTCOMES***

The workshop pursues the following main objectives:

* Understand and recognise the modalities (verbal/non-verbal) and communication processes, with particular attention to children aged 0 to 3 years (at individual and group level).
* Understand and develop awareness of the most effective communication approaches, with particular attention to children aged 0 to 3 years (at individual and group level).
* Be able to recognise and interpret the meanings and forms of verbal and non-verbal communication in the relationship with adults (at individual and group level).
* Activate processes of critical reflection and problematisation on the educational relationship.

Intended learning outcomes:

* ability to create effective forms and communication processes of verbal and non-verbal type, especially with children aged 0 to 3 years
* ability to activate effective communication processes in the group
* ability to build educational alliances with other adults (parents, family members, colleagues), through effective relational approaches
* ability to implement active listening strategies
* Know how to plan the setting of an interview.

***DESCRIPTION OF THE ACTIVITIES***

Workshop activities include:

* the subdivision of students into fixed groups for the entire duration of the workshop (both for reflections/exercises in the classroom and for the development of the final mandate, which is facilitated by the fact that the group has collaborated on a permanent basis;
* an analysis of different relational contexts: educator-child, educator-educator; educator-coordinator, educator-parent, educator- external professional, etc ...
* the presentation of the different communication styles. Each professional context requires a different communication style;
* understanding the most effective communication approaches with children aged 0 to 3;
* being able to recognise and interpret the meanings and forms of verbal and non-verbal communication in the relationship with adults;
* the presentation of the characteristics of a working group. The enhancement of individual skills;
* how to support and accompany the group in its evolutionary phases;
* which leadership facilitates relationships and empowers them;
* the presentation and simulation of the different types of interviews (first job interview, verification of a planning, interim verification of a project, a preliminary interview, etc ...
* attention to the setting preparation, the preparation of the contents to be addressed, the communicated style that will be used, the verification of the outcome of the interview.
* Being able to recognise needs and activate empowerment;
* the activation and importance of the sense of belonging to the team;
* the promotion of a continuous professional growth path for the educator
* the activation of processes of critical reflection and problematisation concerning the educational relationship
* small group design exercises
* problem solving exercises.

1st meeting: the relationship with the child and with the group of children (0-3)

2nd meeting: the relationship with the adult (parents, experts, local representatives)

3rd meeting: the relationship with the work team

4th meeting: the meaning of the educational relationship

***TEACHING METHOD***

The workshop favours a form of active learning and engages the participants in the direct practical experience of the theoretical concepts and skills taught. This method will include the alternation between group in-depth study and practical exercises, in relation to the different possible areas of exercise of the education profession. Particular attention will be paid to the relational aspect among the different actors involved in the educational relationship. During each meeting, after a theoretical introductory part, films, images, and concrete cases will be presented, “read” and analysed in a small group, whose reflections will then be discussed in plenary. The spokesperson will be alternated in each group discussion in the classroom in order to activate the involvement and sense of belonging of each student. Collaborating in fixed groups for the entire duration of the workshop facilitates knowledge and relationships within the subgroup, the dynamics of a work group are experimented and team building strategies are activated: collaboration, sharing of objectives, enhancement of diversity and circular relationships. The groups are formed spontaneously and are composed of 5/6 students paying attention to create different groupings compared to the previous workshops.

Each meeting will allow students some time to share any “effort” or need for sharing/discussion, fostering learning through the experience gained by fellow students

***ASSESSMENT METHOD AND CRITERIA***

The assessment will take into account the students’ active participation in the workshop and contribution to the accomplishment of the task (individual and/or group), with particular reference to the following aspects: collaboration, ability to work in a team, leadership and conflict management, processes of reflexivity starting from the workshop experience.

The workshop can be validated after checking the student's attendance at classroom activities for the total number of hours provided.

***NOTES***

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board.