

# Networking the Including Children Affected by Migration Programme ICAMnet

## School ICAM Leader Workshop Welcome!



“Migrants are a solution not a problem”

*Benjamin Waddell American Sociologist*

# How are you feeling now?

Look at the pictures on the table and choose one that represents how you feel at this moment.

If you wish to, tell the group:

- which card you have picked
- what it represents to you
- why you have picked it

ICAM is not only about what schools do but also about how they make children feel.

Our emotional state affects our motivation and ability to learn

We have all come here with our own preoccupations and anxieties and we need to manage these in order to focus on the workshop

We will take time to reflect on our learning and check on how we feel during the workshop

# Aims of the workshop

- Helping you to gain a full knowledge and understanding of strategies for developing convivencia and the inclusion of CAM in your school
- Modelling facilitation styles and techniques that are appropriate for ICAM
- Developing your skills so that you are confident leaders for the next steps of the ICAM programme
- Providing opportunities for you to practise, and receive feedback on, the skills you need to lead an ICAM programme in school.
- Creating a team of National Facilitators and School ICAM Leaders who will form a learning community, supporting each other as they share their experience and good practice and continue to develop their skills.

# Expectations and concerns

In pairs, consider what you would like to get out of the workshop, and any concerns that you have about it.

Individually, note each expectation and concern on a separate sticky note in LARGE characters that can be easily read.

Put the notes on the relevant chart on the wall.

If your note is the same, or nearly the same, as another on the chart please put it on top of the similar note.

# A working agreement

Think of a time when a group you were in worked well and what made it successful.

Think of a time when a group did not work well and what caused this.

What do you think would help to make our sessions effective?

What stops sessions being effective?

What are useful behaviours to make the sessions effective for everyone?

# Learning outcomes for Day 1

- Understanding the aims and structure of the workshop.
- Starting to work together effectively as a group with ownership of the group working expectations.
- Understanding the current situation regarding CAM in our context.
- Consideration of the possible long term effects of migration revealed by research into children displaced in World War 2.
- Understanding Attachment Theory and the consequences for CAM
- Understanding the benefits to learning in general of a focus on social and emotional learning.
- Defining 'convivencia' – living together in harmony' - and identifying the factors which affect the school's climate for convivencia and inclusion.

# How did Confucius learn best?

Confucius said  
“What I hear, I forget.  
What I see, I remember.  
What I do, I understand”





# The four-stage learning process

1. Presentation - an explanation of knowledge, understanding or skills.
2. Modelling – illustration of knowledge and understanding or demonstration of skills
3. Practice - in simulated or real situations.
4. Application with coaching - practical assistance with the transfer and application of acquired knowledge understanding and skills to the workplace.

## **The facilitator will :**

present an outline of the subject so that basic information is understood

model the information e.g. through examples, stories, photographs, video so that participants can conceptualise their understanding

## **Participants then:**

practise the skills between themselves to further their learning of the techniques used

apply what they have learned when they facilitate the learning of others. They will have support from facilitators and other participants so that what they have learned becomes embedded in their practice.

# Solution focused approaches

Developed from the work of a psychiatrist, Steve de Shazer.

Traditionally therapists have looked for the cause of problems BUT understanding the cause of a problem may not help to solve it.

*“We can't solve problems by using the same kind of thinking we used when we created them.”*



*Albert Einstein*

# What we can learn from solution focused therapy

Adults and children with problems are helped most by:

- talking about the future, not the past
- describing what they want in their lives
- discovering what has worked for them
- focusing on what is changeable
- concentrating on non-problem behaviour, competences, personal strengths

## Problem focused

How can I help you?

Could you tell me about the problem?

Can you tell me more about the problem?

How can we understand the problem in the light of the past?

What are the barriers to improvement?

How big is the problem?

What effects does it have on people?

## Solution focused

How will you know that things are improving?

What would you like to change?

What is the main issue on which you want to concentrate?

Can we discover exceptions to the problem?

What will the future look like without the problem?

How can we use your skills and qualities?

Have we achieved enough to be satisfied?

# Using the Miracle Question

Please work in pairs.

You should take turns to describe a problem you anticipate in developing the ICAM programme your school.

Please talk about this with your partner.

The partner should make a short note about the anticipated problem .

You have 5 minutes in total

# The Miracle Happens

While you are sleeping in your bed tonight, a miracle happens and your problem disappears.

When you wake up tomorrow morning:

- What will be different?
- How will you know?
- What will be the first thing you notice?
- Who else will notice?
- How will you know that they have noticed?
- What might happen?
- What small signs have you already seen?

Briefly discuss the answers to these questions with your partner  
You have 5 minutes each.

Now you know what needs changing, how are you going to start?

What will you do to make a small improvement and start to apply solutions to the problem?



# Scaling

Work with a new partner.

You should each think of a problem that you have at the moment. Tell your partner about it briefly.

On a scale of 0-10, where would you put it?

0 is a very bad problem, 10 is not a problem at all.

**0    1    2    3    4    5    6    7    8    9    10**

**BAD  
PROBLEM**

**NOT A  
PROBLEM**

# Questions based on Scaling

Now discuss with your partner:

- What would you notice was different if, the next time you looked at it, the score had moved up one or two points?
- How have you managed to stay off 0?
- Why is your score not one less?
- What will be different when the score moves towards 10?
- Who will notice the difference?
- What would need to happen to move up one or two points?

There are exceptions to even the most difficult problem:

- What about the times it doesn't happen?
- What about the times it happens less?
- When are the times that it bothers you least?
- When do you resist the urge to ... ?
- What are you doing differently at those times?
- What was life like before?
- Are there any people who treat you, or manage the problem, better than others?
- Is there one person who values what you do?

# Other solution focused approaches

- Goal-setting *What do you want to do?*
- A good day - *How do you know if you're having a good day?*
- Exception-finding - *Tell me about the times when it doesn't happen.*
- Building on strengths - *When you faced this sort of problem in the past, how did you resolve it?*
- Commitment - *What would be good enough?*
- Other perceptions - *Where would your friend say you are today?*
- Managing - *What are you doing to stop things getting worse?*

# Who are the CAM we are considering ?

CAM and their families may be asylum seekers, refugees, economic or social migrants.

They may have been accompanied by their families, travelled alone or been left behind by parents working elsewhere.

They may have been fleeing war or other disasters and may have encountered great difficulties on their journeys.

They may have recently arrived in their host country or have been there for some time.

They may know that their future is now secure in their new host country or be uncertain how long they will stay.

ICAM has a clear focus on **learning**, on creating the conditions that help CAM to learn by fostering a climate of convivencia and inclusion in school.

With your table group, make a poster to show the benefits that the inclusion of CAM brings to a school.

Imagine one of the CAM in your school.

For 5 minutes, please discuss:

Why is the school important in that child's life?



# Schools are important!

Schools provide by far the most important opportunity (outside the home) for CAM to develop socially and emotionally and, as they learn, to experience what it feels like to be safe, happy and appreciated in a community.

# How can schools influence the attitudes of the local community towards CAM?

This is an important question which we will return to later .

## **Schools could, for example:**

- Make and publicise clear statements of values and vision
- Emphasise the values of the school with all parents/carers and encourage the application of those values in the home.
- Encourage members of the community to engage with the school
- Organise frequent opportunities for students to contribute to the local community
- Help to coordinate agencies and groups supporting migrant families e.g. by offering the school as a venue for meetings
- Become a UNICEF Rights Respecting School and demonstrate to the local community what this means

# The UN Convention on the Rights of the Child (UNCRC)

- The basis of the ICAM programme
- Accepted by all countries
- Covers rights to health, education and freedom from discrimination, exploitation and abuse
- Focuses on the best interests of the child

*e.g. Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

Recognises the school's achievement in implementing CRC

Accreditation awarded at 3 levels :

- **Bronze** – Rights Committed - evidence that a school is committed and has a plan in place to become rights-respecting. (within 3-6months)
- **Silver** – Rights Aware - evidence that a school has made good progress towards embedding children's rights in the school's policy, practice and ethos (within an additional 6-12 months)
- **Gold** – Rights Respecting - evidence that a school has fully embedded UNCRC principles into the school's policy, practice and ethos (within an additional 12-24 months)

Involvement in the ICAM programme supports schools seeking RRS accreditation.

# Long term effects of displacement

*‘When you are displaced, you always think about where you came from. It’s a question that people who have not been displaced never have to ask.’*

*Prof. Martin Parsons 2015*



# Casualties of war

After World War 2:

53,000 children in Berlin were considered to be lost, the bodies of those who died were buried under the ruins and new building covered them.

Many children were orphaned

49,000 in Czechoslovakia

60,000 in the Netherlands

200,000 in Poland

300,000 Yugoslavia



Research demonstrates that war/conflict related trauma in children can affect the next three generations. *(Heinl, Parsons, Sandelin-Benko)*

Please read Section C4 of the ICAM Handbook - *How research into the long-term effects of the experiences of children displaced during World War 2 influences ICAM*

What can schools do to reduce the possible long-term effects of displacement?





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## C4.1 See CAM as individuals



© AP Photo

C 4.1 See CAM as  
individuals each with a  
different story





© history.org.uk

C 4.2 Recognise feelings of isolation





© UNHCR

## C4.3 Provide clear support and counselling



© UNICEF

C 4.4 Ensure CAM do not miss out on childhood





© UNICEF

C4.4 Ensure that CAM do not miss out on childhood. Fulfill the child's right to education





© UNHCR



Provide adult role models. Parents may be physically or emotionally unavailable





© UNICEF

## C 4.6 Overcome distrust





© history.org.uk



© Steinhardt.nyu

C 4.7 Recognise the effects of trauma  
Provide a safe environment



C4.8 Provide psychological support where necessary

How would you complete these sentences. Please use the first words that come into your mind and share with a partner.

1. I am...
2. Other people are...
3. The world is...

Early experiences of having our physical and emotional needs met consistently ensure a positive Internal Working Model

1. Self – “I am good, wanted, worthwhile, competent, and lovable.”
2. Adults - “They are appropriately responsive to my needs, sensitive, dependable, caring, trustworthy.”
3. The world - “My world feels safe and predictable”

# A negative Internal Working Model



Early experiences of not having our physical and emotional needs met consistently result in a negative Internal Working Model

1. Self - “I am bad, unwanted, worthless, unlovable and shameful.”
2. Adults - “Adults cannot be trusted to meet my needs. I have to be in control and meet my own needs.”
3. The World - “The world is unsafe and unpredictable”

# The effect on perception

How might a child with a positive Internal Working Model interpret the action of the clown?

How might the interpretation of a child with a negative Internal Working Model be different?



Positive Internal Working Model



Effective learning, positive peer relationships

Negative Internal Working Model



Problems in: developing trust; seeking help;  
focusing on learning; moderating behavioural  
responses



# What is the Attachment system?

The Attachment system is designed to ensure survival and that the baby's needs are met (food, safety, nurture)

A baby has an innate need to attach to an adult who can meet its needs (uses attachment behaviours e.g. crying, smiling, clinging)

A parallel system exists in the baby's key care-giver, enabling them to respond.





- Attachments impact significantly on a child's development – physically, socially, emotionally and behaviourally as well as on their ability to learn.
- Some CAM will have established and preserved secure attachments within their family
- Others, because of their pre- trans- and post migration experiences, will have attachment difficulties
- Some CAM will develop a negative Internal Working Model as a result of losses and trauma which teach them that the world is unsafe and unpredictable and adults are unable to meet their needs.

## **Attachment System ON**

child is insecure, hungry,  
uncomfortable, frightened

## ~~**Attachment System OFF**~~

child is secure, comfortable

## ~~**Exploratory System OFF**~~



## **Exploratory System ON**

**Learning**

# A secure base



# Harlow's monkey

Video 2 mins

Demonstrating the attachment/exploration systems

<https://www.youtube.com/watch?v=RcHc6K6MjjM>



# What can we do?

- In the first few months of life the brain is wiring itself up in response to the environmental conditions with which it has to cope.
- The impact of early experiences is long-lasting and not 'solved' immediately the child moves e.g. to a safe country

How can schools help such children learn?

# How does the Internal Working Model impact on children's experience of the school day?

## **Behaviours associated with Negative Internal Working Model:**

Can't trust adults – they are unpredictable  
Feel unsafe – is vigilant, constantly scanning environment for danger  
Changes to routine are threats  
Need to be in control to be sure of getting needs met  
Not ready to learn  
Unable to take a risk or try something new  
Reasonable requests are seen as loss of control  
If reprimanded, shame is overwhelming

I've done something bad/ I made a mistake

## **Behaviours associated with Positive Internal Working Model:**

Expect to trust adults  
Believe that they are safe  
Cope with changes to routine  
Ready to learn because basic needs are met  
Able to try something new and risk failure  
Will comply with reasonable requests, has understood cause and effect  
If reprimanded, can cope with shame/guilt induced and use it to motivate change in subsequent behaviour

I am bad/ I am a mistake

# Typical behaviours of children with attachment/trauma issues

- A lack of trust in adults and consequent difficulties in forming relationships with adults and peers
- Difficulty accepting support OR clinging and dependence on constant support
- A need to feel in control, often resulting in power struggles
- Anxiety, hypervigilance
- Difficulty concentrating
- Frequent angry outbursts and overreactions to trivial events
- Dissociative behaviours – non-engagement, withdrawal, self-harm, poor self-care

The behaviour of children with attachment difficulties is a result of their experiences and is driven by their needs.

- They are not simply 'naughty children' in need of firm discipline.
- They will find it hard to pay attention or to risk failure.
- They require differentiated learning experiences and responses to their behaviour.



# Needs of children with attachment/trauma-related difficulties

- The need for an additional attachment figure - a Key Adult
- The need to foster feelings of safety
- The need for support in developing self-concept and reducing the impact of shame

# What can we do in schools?

Please look at Resource Sheet 1.5

In pairs, select one of the three areas and read the list of strategies that schools can use to support children with attachment difficulties.

- What do you do already?
- What other things might you try?

# What will we do?

Share with a partner either:

- One thing that you will remember from the session that will make a difference to something you do in school
- One strategy you will use to support a student who you think may have attachment/trauma difficulties.

# Factors that affect the school climate

You have 15 minutes to use Resource Sheet 1.6 to list the factors that affect convivencia and are:

- Student-related
- Adult-related
- Facilities/buildings -related
- Outside school/ community-related

Then put your sheets in order of importance - 1st, 2nd, 3rd, 4th and note the order on each sheet

# What is the school currently doing?



Work individually.

You have 15 minutes to list, in the second column of Resource Sheet 1.6, the existing activities or systems or skills available in your school that support the development of convivencia.

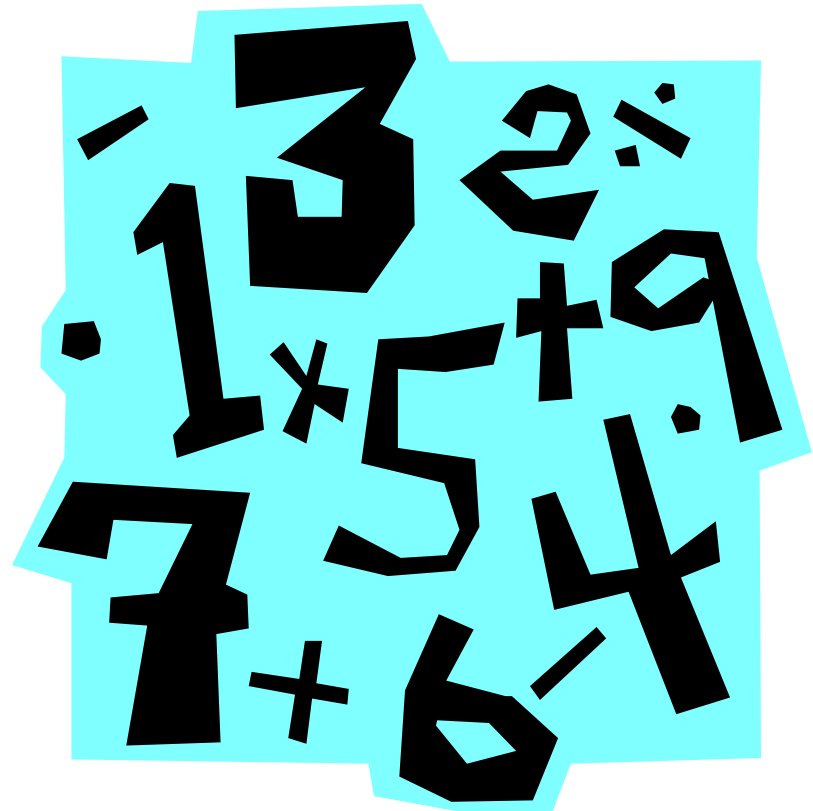
# 12 Key features

1. Awareness of the past and present experiences of CAM and their possible effects
2. Regular reviews of the school's effectiveness in including CAM.
3. Effective whole school policies and strategies for the inclusion and support of students including appropriate language support for CAM.
4. High quality school leadership for development
5. Effective strategies for the induction of new CAM into the school community
6. Effective strategies to ensure the safety and the wellbeing of students in and around school
7. A school formal and informal Social and Emotional Learning (SEL) curriculum designed to improve learning behaviour
8. Additional support for CAM's SEL and general wellbeing
9. Support for staff, including continuing professional development for the inclusion of CAM
10. Involvement of students throughout the school in supporting each other and the inclusion of CAM
11. Support from, and help for, CAM's parents / carers on continuing SEL in the home
12. Involvement of the local community to enhance the inclusion of CAM

# A problem!

Work with someone you don't know.

Each of you in turn must ask your partner to answer a mental arithmetic problem (without writing it down).



# How did you feel?

Discuss with your partner:

What feelings did you experience when tackling this task?

How did you manage them?

What social skills did you use in the discussion, or notice your partner using?

**All cognitive activities demand social and emotional skills**



# Social and emotional skills underpin ALL cognitive learning

If children do not have:

- the social skills to engage with others
- the emotional skills necessary to identify their feelings
- strategies for managing those feelings

They will not be able to engage with the cognitive task required.

Do schools in your experience see it as ‘their job’ to help children learn these skills?

Social and Emotional Learning (SEL) is a process of acquiring the social and emotional knowledge, understanding and skills which are essential for learning, emotional health and wellbeing, effectiveness, and success in the workplace and in life.

Effective SEL improves students':

- academic achievement and attainment
- attendance, engagement and motivation
- behaviour, with reduced bullying, violence and crime
- mental health with reduced stress, anxiety and depression
- health with reduced teenage pregnancies and drug abuse

It also has a positive effect on staff mental health, retention and morale

As every teacher knows, in order to learn successfully, children must feel happy and secure within the school environment.

Hellaby, L. *'Walking the Talk...'* 2004

People who are happy and secure take in information efficiently and deal with it well.

Goleman, D. *Emotional Intelligence* 1995

# Five aspects of SEL

Self-awareness and self-valuing

Managing feelings

Motivation

Empathy

Social skills

# Intended ICAM outcomes

ICAM aims to develop a child and family support programme which:

- improves inclusion and safe learning in schools by concentrating on 12 areas of school organization which combine to create a climate of convivencia.
- through CPD and support, reinforces the capacities of schools to ensure the inclusion of CAM
- applies an online ICAM School Review of the school's organisation for convivencia and inclusion, involving input by all stakeholders.
- increases the awareness of the whole school community, including CAM, so that all understand their rights under the UN Convention on the Rights of the Child and the European Convention on the Exercise of Children's Rights
- applies lessons learned from research and from knowledge about the long term effects of displacement and bereavement on CAM in World War 2
- develops the whole school formal and informal curriculum for social and emotional learning (SEL) and wellbeing with extra support to meet the additional SEL needs of CAM.
- develops peer-led initiatives for children that promote their ownership and responsibility for the inclusion of all students fully in the life of their schools
- reinforces cooperation between schools, families, community organisations, NGOs and other agencies/organisations that are in contact with CAM
- has benefits which will apply to all members of the school community. Research evidence shows that the outcomes will also raise overall attainment.

# Learning outcomes for Day 1

- Understanding the aims and structure of the workshop
- Starting to work together effectively as a group with ownership of the group working expectations
- Understanding the current situation regarding CAM in our context
- Consideration of the possible long term effects of migration revealed by research into children displaced in World War 2
- Understanding Attachment Theory and the consequences for CAM
- Understanding the benefits to learning in general of a focus on social and emotional learning
- Defining 'convivencia' – living together in harmony' - and identifying the factors which affect the school's climate for convivencia and inclusion