

# Networking the Including Children Affected by Migration Programme ICAMnet

## School ICAM Leader Workshop

### WELCOME to Day 2!



“We can't deter people fleeing for their lives. They will come. The choice we have is how well we manage their arrival, and how humanely.”

Antonio Guterres

Understanding of:

- the importance of awareness of the past and present experiences of CAM and their possible effects
- how to conduct a school review of convivencia and inclusion of CAM
- the creation of school policy and an action plan, based on the outcomes of the school review, to promote convivencia and inclusion of CAM
- leadership styles and strategies for managing change whilst modelling social and emotional skills

CAM are individuals with individual stories.

It is important to know the story if it impacts on the child's progress.

The school's focus is on learning and improving children's capacity to learn.

# Trusted listeners

CAM need good listeners but they also need to trust the listener.

CAM and their families will probably be accustomed to telling their stories to officials whose questioning is hostile and who appear not to believe them.

Just accepting them without question into the school community will help to build trust.

Their stories may emerge gradually and in a fragmented way and sometimes unexpectedly.

Staff need to be patient, to listen and to appear empathetic but not over-emotional.

# How are CAM's stories discovered and communicated?



How do we learn of the experiences of CAM and their families?

What do we do with the information we are given?

To whom is it communicated and why?

What happens to this information at times of transition e.g. from class to class or school to school?

# Fostering empathy and a positive attitude towards CAM



Empathy and a positive attitude to CAM is a necessary (if not sufficient) condition for their successful inclusion.

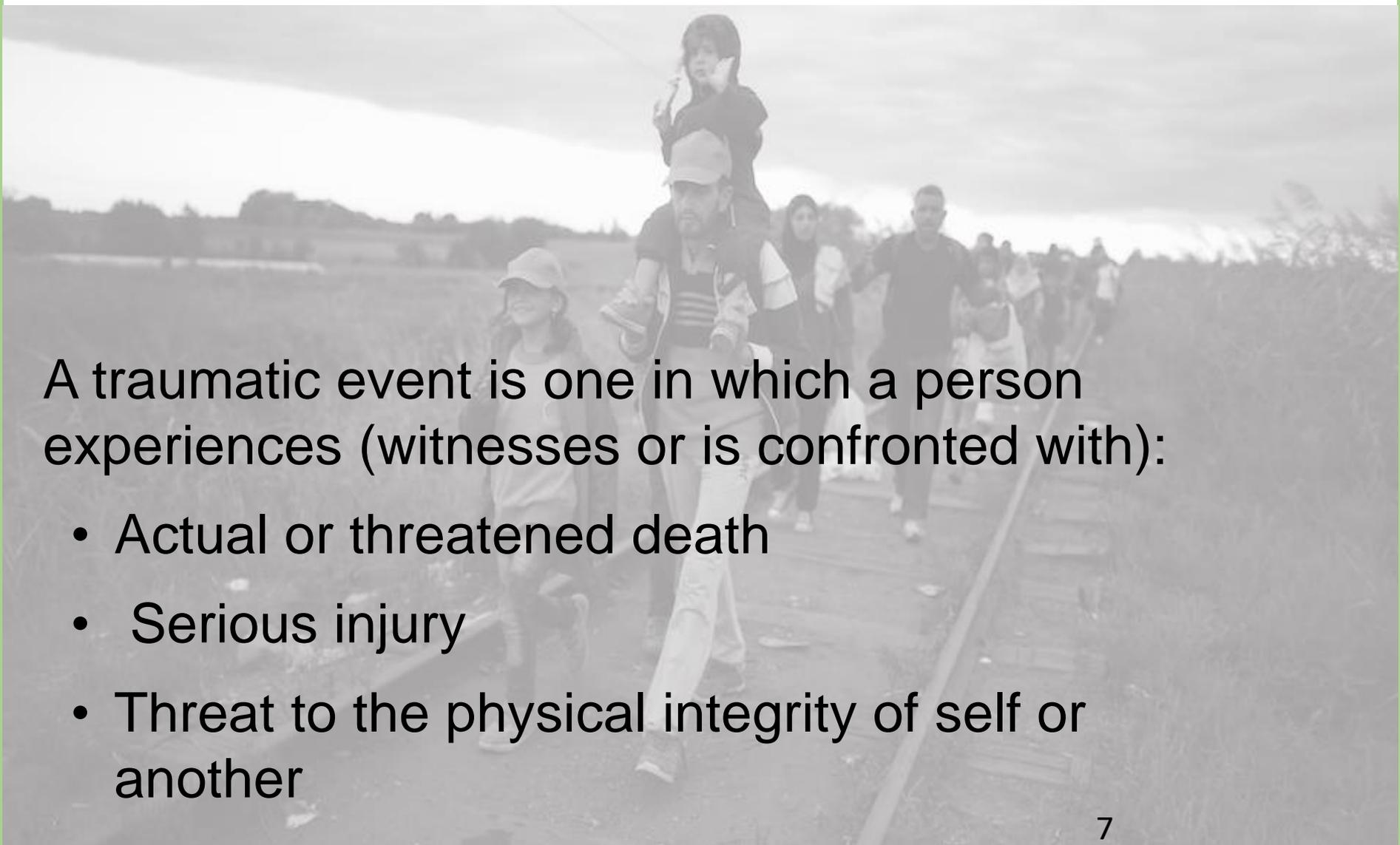
Therefore schools should take steps to engender empathy for, and positive attitudes towards, CAM in:

- all teaching and support staff
- all students

**How do our schools attempt to do this?**

(See Sections 1.2 and 5.1 of the ICAM Handbook)

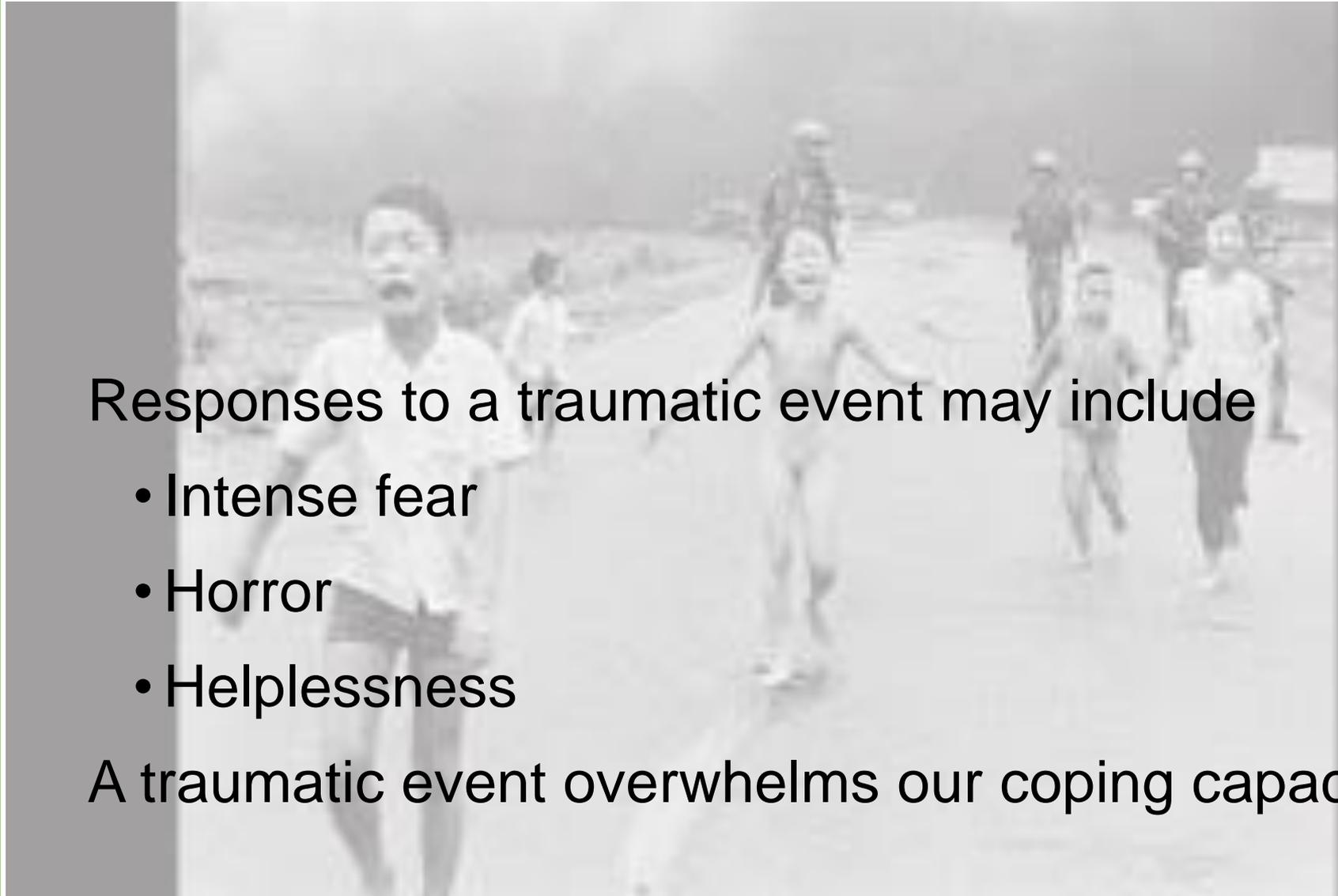
# Traumatic events



A traumatic event is one in which a person experiences (witnesses or is confronted with):

- Actual or threatened death
- Serious injury
- Threat to the physical integrity of self or another

# Responses to traumatic events



Responses to a traumatic event may include

- Intense fear
- Horror
- Helplessness

A traumatic event overwhelms our coping capacity.

# Physical effects of trauma

Traumatic experiences produce high levels of cortisol  
Cortisol triggers a 'flight or fight' response in the brain  
This is a necessary response to danger  
But the constant production of cortisol can have an  
adverse long-term effect on brain function

Not all CAM will have significant or long-lasting problems resulting from their migration experiences.

Some will have experienced trauma and the effects may be short-lived

The closer, more threatening and disruptive the traumatic event the more likely it is to have long-lasting effects

These effects will not immediately disappear when the child reaches a place of safety

# How should we respond when a child talks about traumatic events?

How confident do staff feel in responding to children when they talk about trauma?

Read the Resource Sheet 2.1 – ‘Responding to children talking about trauma’

Discuss with a partner whether you, or staff in your school might find it useful to have similar information available.

CAM are likely to need specialist support if they are exhibiting any symptoms of Post-Traumatic Stress Disorder (PTSD) e.g.

- constant hyperarousal
- re-experiencing e.g. intrusive memories or nightmares
- withdrawal, avoidance and numbness

# 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

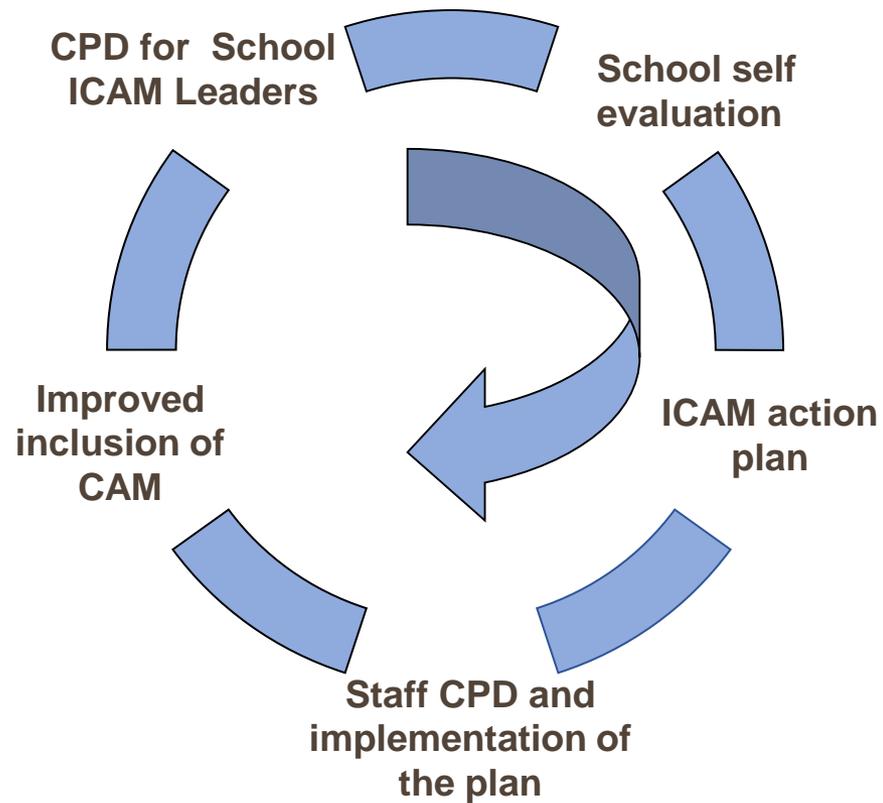
The need for support in developing self-concept and reducing the impact of shame

“It is irresponsible for a school to mobilise, initiate and act without any conscious way of determining whether such expenditure of time and energy is having a desirable effect”

*Glickman*

1993

# The ICAM improvement cycle



A review :

- Raises awareness of everybody about important issues
- Helps a school community to be clear about what it is doing
- Provides evidence of current successes to celebrate
- Provides evidence that further improvements are having a positive impact
- Helps a school community identify problems
- Supports a school community in working together to improve

## An effective review

- takes a broad view
- involves all stakeholders
- uses data from several sources
- is not too complex
- produces results that are easy to analyse
- supports an action plan
- enables regular monitoring.

The results should be owned by the school

# Outcomes expected in a model school

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

## Outcome the school wishes to achieve

Effective strategies to make the school and the surrounding environment safe

### Stem statement

The school has effective strategies to ensure that students are safe when they are in school and on their way to and from school

**Appropriate statements** for each stakeholder group e.g. for students

*I always feel safe in school*

Strongly agree    Agree    Unsure    Disagree    Strongly disagree

*I always feel safe on my way to and from school*

Strongly agree    Agree    Unsure    Disagree    Strongly disagree

# Two stages of the review

1. Questionnaires for members of the school community:

- a) students
- b) all staff (not only teachers)
- c) school leadership team and possibly administrative board
- d) parents/carers

2. Interviews, observations and document examination to clarify ambiguous results from questionnaires

# A Positive Emphasis

Change is more effective if it begins by improving what is already working well.

The school review shows where the school is already successful.

Everyone is involved from the beginning – this helps them understand, participate willingly and benefit from the results.

## **The process is as important as the results because:**

- if all stakeholders answer questionnaires, everyone understands the importance of a programme to improve inclusion and the benefits that it will bring to learning
- focusing on a review to improve inclusion unifies the school and helps a climate for convivencia
- the solution focused approach builds confidence
- sharing results and making comparisons with other schools helps stakeholders appreciate their achievements and identify priorities for improvement
- the school leadership is seen to be caring for student social and emotional health and wellbeing by an approach which models social and emotional skills

# How does the school review work?

Questionnaires are answered by as many stakeholders as possible.

The results are collated.

Inconclusive results are checked by observation or interviews.

The results are analysed and presented graphically.

Possible actions for further improvements are considered

All stakeholders are informed about the results and involved in the development of an action plan to build on the successes of the whole school approach to inclusion.

# Using an electronic version of the review

Each stakeholder can be given password-protected access for to an online questionnaire accessible on a computer, tablet or mobile phone

If this is not possible, paper questionnaires can be printed and results entered manually.

The computer programme automatically identifies questions where results are anomalous and prints interview or observation schedules for exploring the reasons.

The programme will represent the results graphically, highlighting the successful outcomes and identify outcomes for improvement.

Based on the results, the programme suggests some options to include in the ICAM action plan

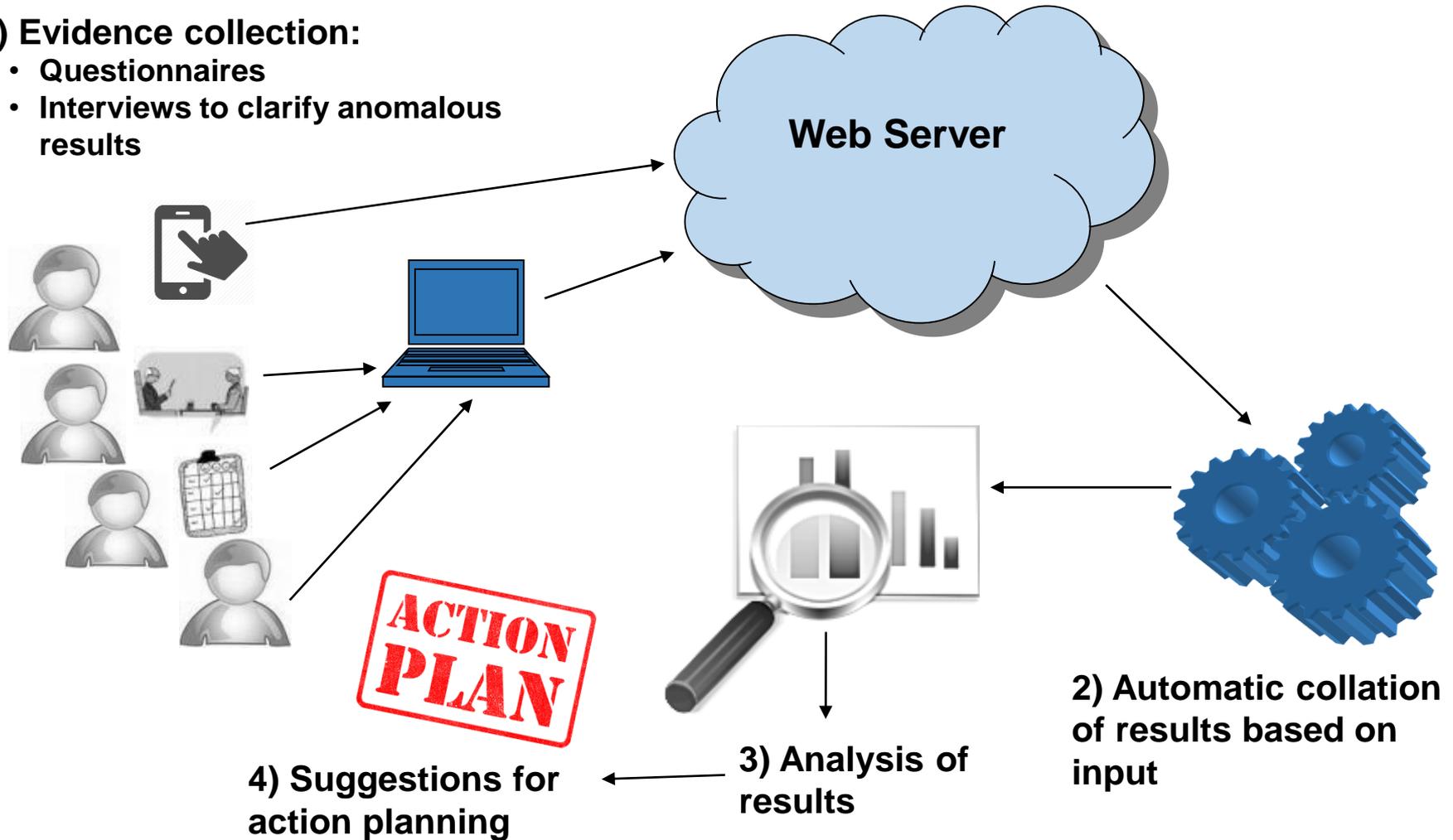
The results from schools who wish to share them are stored on a central database which generates baseline data so that schools can compare their results with national norms and those from other anonymous schools in similar settings

Central management of the system means that any improvements made to the review instrument will impact immediately on every user.

# The review mechanism

## 1) Evidence collection:

- Questionnaires
- Interviews to clarify anomalous results

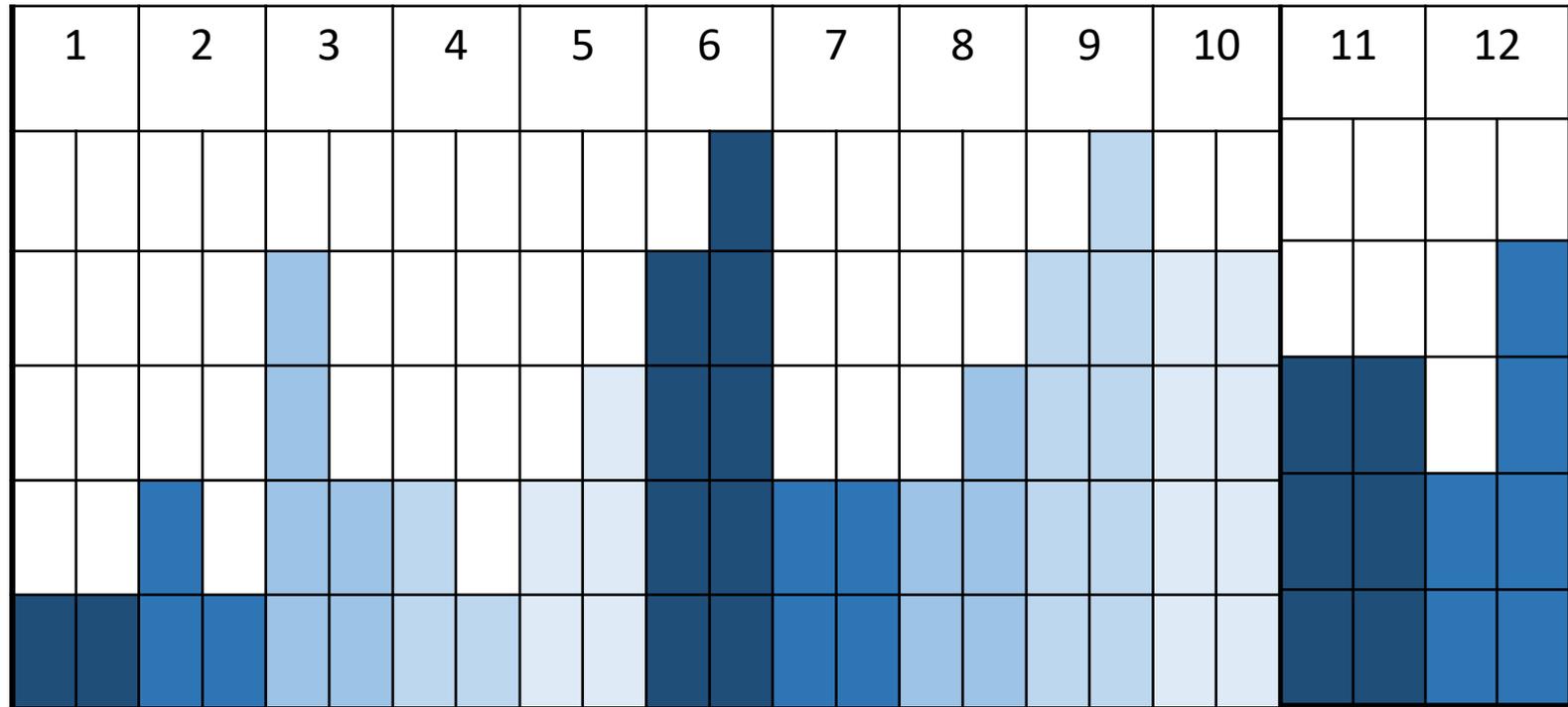


In your table group, please discuss :

1. To gain the maximum benefit from the review what should a school organiser do to prepare the students, staff, school leadership team, parents/carers and members of the local community before starting to implement a review?
2. What concerns might each stakeholder group have?
3. How can these concerns be lessened?

Please make a note of your ideas

# Results are presented graphically



e.g. Average scores from 2 questions about each of the 12 areas of a model school

- How similar the opinions of stakeholders who participated are
- Which questions produced inconsistent results. (Opinions can be clarified by group interviews)
- How well the school is achieving its aims to promote convivencia and the inclusion of CAM.
- How the school's results compare with those of other (anonymous) schools.
- The areas where the school is doing well.
- The areas where the school is not doing so well and could improve.
- The information can be shared with all stakeholders to help secure their support for an action plan that will prioritise further improvements

- Considers individual needs
- Minimises demands on stakeholders' time without sacrificing the validity of the process
- Uses IT where possible
- Supports students through the process by translation and motivation.
- Encourages honesty through anonymity
- Arranges for students to help other students to understand the review and to complete the questionnaires honestly
- Involves existing groups (e.g. student councils, parent/teacher groups etc.) and encourages their support and participation
- Offers parents/carers a range of convenient times and ways to complete questionnaires.

- Involve and reassure stakeholders
- Be thoughtful about who runs the review – not necessarily the school leadership team
- Involve as many members of the school as possible in the organisation
- Be thoughtful about when and how the questionnaires are completed
- Explain that the results are not personal. The review examines how well the school is doing collectively
- Emphasise that the review data belongs to the school and the school decides who to share it with.

Communicate clearly:

- listening to students' views with an attentive ear
- speaking with a plain language that they can understand
- avoiding using technical terminology
- informing them about the subject matter, taking into consideration their level of comprehension
- asking open-ended questions (which do not simply require “Yes” or “No” answers) to ensure that they can express their views.

**Involve students in decision-making**

“Many poor schools can be turned around if an agenda is taken from students and used as a basis for planned improvement. Young people are observant and often capable of analytic and constructive comment, even though sometimes dismissed as not competent to judge these matters”

*(Children at the Margins Billington and Pomerantz)*

UNICEF works to make schools more “child friendly”.

The following principles underpin learning in a Child Friendly School

1. Respect for students as individuals
2. Fairness to all students
3. Autonomy
4. Intellectual challenge
5. Social support
6. Security

How can these principles be applied to involve students in the review process?

- How will the results of the school self review be shared with all stakeholders?
- How can all stakeholders contribute to the action plan?
- How will everyone be informed about the priorities in the plan?
- How will everyone be kept informed about progress and be encouraged to support the action plan?
- Who will lead the implementation of the plan?
- Who will take responsibility for achieving each of the targets?

To construct an action plan on the basis of the review, and other evidence, you can ask:

- Which areas have high scores – areas of strength. What are the reasons for the success?
- Which areas have low scores? – areas for improvement. What are the reasons for low scores?
- How can successful areas be further strengthened?
- How can the successful strategies be applied to less successful areas?
- What are the priorities for development?

An action plan will usually include:

1. SMART targets which are Outcomes not Outputs
2. A clear strategy for achieving the targets
3. Resource implications and how they will be managed
4. Roles and responsibilities
5. A timetable for achieving targets
6. Monitoring and review arrangements relevant to the targets

- Develop SMART targets (Specific, Measurable, Attainable Realistic and Time Limited).
- Prioritise the targets and develop short and long term goals.
- Write a strategy – what will be done by whom and when.
- Decide who will take responsibility for achieving each of the targets.
- Identify the resources and time needed to achieve the targets
- Devise a CPD programme for staff.
- Decide how and when the progress in achieving the targets will be monitored.
- Decide when the action plan will be reviewed and a new action plan created.

# A miracle has happened!

You wake up in the morning and there is convivencia in your school

1. What core values would be applied in the school?
2. What would members of the school community be doing and how would they be speaking or relating to one another?
3. How would the school be organised in key areas such as curriculum, support systems, environmental space – inside and out?

Discuss answers to these questions with a partner

# A school with convivencia

Think of your answers to the questions on the last slide. What key words or phrases would describe how people behave to one another in a school with convivencia?

We all .....

On a flip chart sheet, write the words you would use to complete this sentence – as many different words as you can think of .

Everyone in the group should write **in silence and at the same time.**

Please work in 3 groups.

Use Resource Sheet 2.2 to define the main issues covered by a school policy for promoting inclusion and creating a climate of convivencia.

Prepare a 5 minute presentation to explain the important elements of the policy.

Group 1 will explain to staff.

Group 2 will explain to students.

Group 3 will explain to parents and members of the wider community.

Please work in groups of 3 to discuss briefly how your school inclusion policy would be:

- a) communicated to all stakeholders
- b) monitored

1. Coercive
2. Authoritative
3. Affiliative
4. Democratic
5. Pace-setting
6. Coaching

Please work in groups of three:

- The first person tells their story (no more than 2 minutes).
- The other two **listen but do not speak.**
- They then go and stand on the piece of paper that names the leadership style the person used.
- They discuss why they chose this style.

Repeat with the second and third stories so that everyone has told their story.

10 minutes for this activity

No styles are 'good' or 'bad' they all have their uses.

To be effective, a leader has to use the style that is appropriate for the situation.

Good leaders use a range of styles.

# Qualities of a good leader

You have 5 minutes

With your partner, write down the qualities (the skills, competencies or attributes) of a good leader and manager

Please be specific

You have 10 minutes

Think which of the qualities on your list are most important for leading and managing an ICAM programme and promoting convivencia in a school

# Qualities of a good School ICAM Leader



Share and compare the lists of the other pairs on your table

Please think whether there is anything you would then like to change on your list

As a group, on a flip chart, make a list of the 10 most important qualities of a good School ICAM leader.

# Qualities of a good School ICAM Leader - Conclusion



Together we have collected impressive lists of qualities

It is unlikely that one leader will have them all to an equally high level – we all have individual strengths and weaknesses

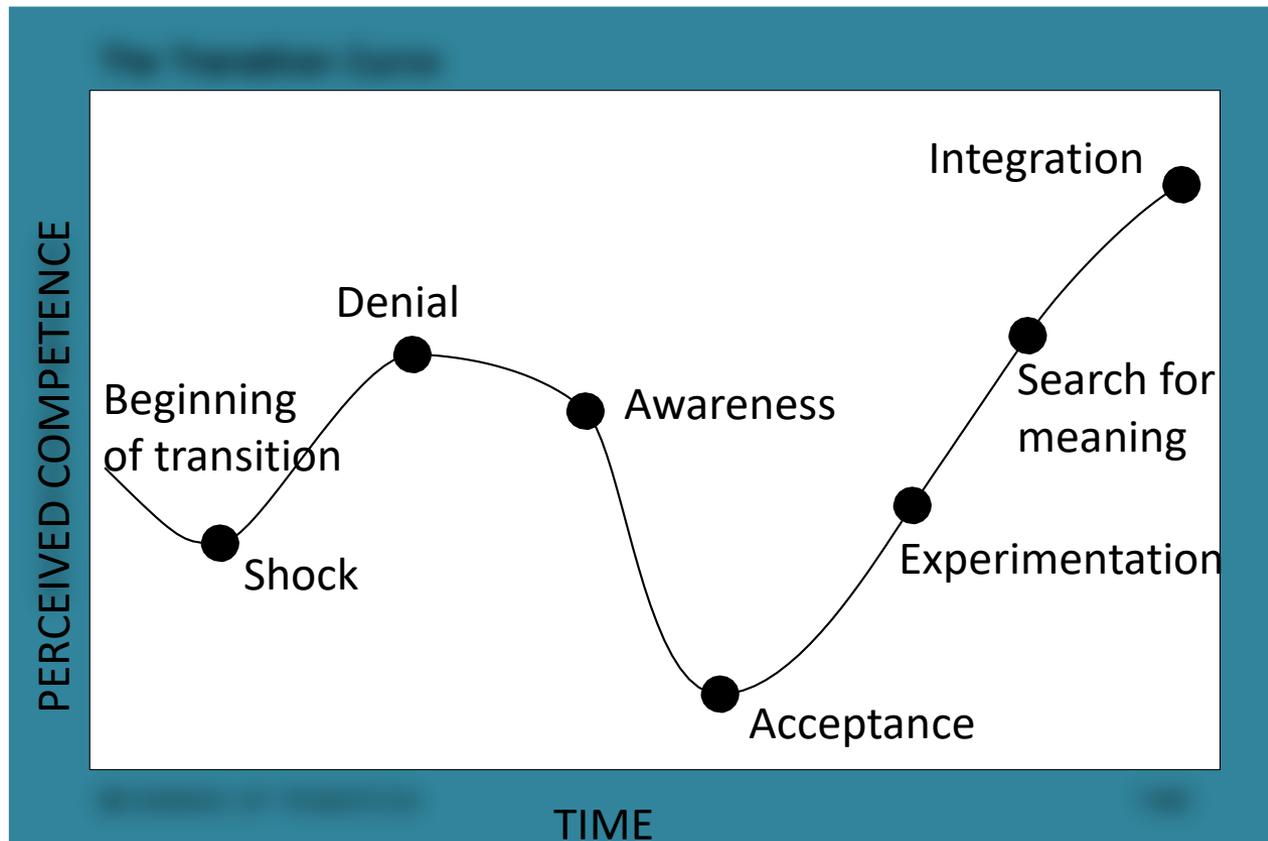
This is one reason why leadership of ICAM in a school should be shared

- Making clear and precise presentations
- Listening actively and showing that you have heard
- Identifying significant content in a presentation, activity or discussion
- Being well-organised and keeping to time

**Which of these do you consider to be your greatest strength and why?**

# Transition curve

Adapted from Adams (1976)



# Reactions to change

Adams suggests people go through these stages when change is required:

1. Shock: initial reactions to hearing news of change.
2. Denial: trying to avoid the inevitable.
3. Awareness: beginning to accept the necessity for change and their own part in it.
4. Acceptance: that the old ways will change.
5. Experimentation: testing out new ways of doing things.
6. Search for meaning: making sense of the new situation.
7. Integration: new ways of working are accepted and used.

**Think of a successful change in which you have been involved.**

**What helped you to overcome shock and denial, move to awareness and acceptance and then experiment, search for meaning and integrate the change?**

## Understanding of:

- the importance of awareness of the past and present experiences of CAM and their possible effects
- how to conduct a school review of the inclusion of CAM
- the creation of school policy and an action plan, based on the outcomes of the school review, to promote the inclusion of CAM
- leadership styles and strategies for managing change whilst modelling social and emotional skills