

## Networking the Including Children Affected by Migration Programme ICAMnet

# ICAM National Facilitator workshop

## WELCOME to Day 3!



“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

*Maya Angelou*

# Learning outcomes for Day 3

- Further experience in adapting sessions of the School ICAM Leader workshop for use in your context
- Consideration of leadership skills for School ICAM Leaders
- Understanding of the needs of CAM when they first arrive in school and ways of meeting those needs
- Understanding of SEL and how social and emotional skills can be both learned and assimilated through the formal and informal curriculum
- Understanding of the possible additional SEL needs of CAM and ways of meeting them

# Goleman's leadership styles

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

# Leadership styles

You are invited to work in groups of three

1. The first person tells their story (no more than 2 minutes).
2. The other two listen but do not speak.
3. They then go and stand on the piece of paper that names the leadership style the person used.
4. They discuss why they chose this style.
5. Repeat with the second and third stories so that everyone has told their story.

**10 minutes for this activity**

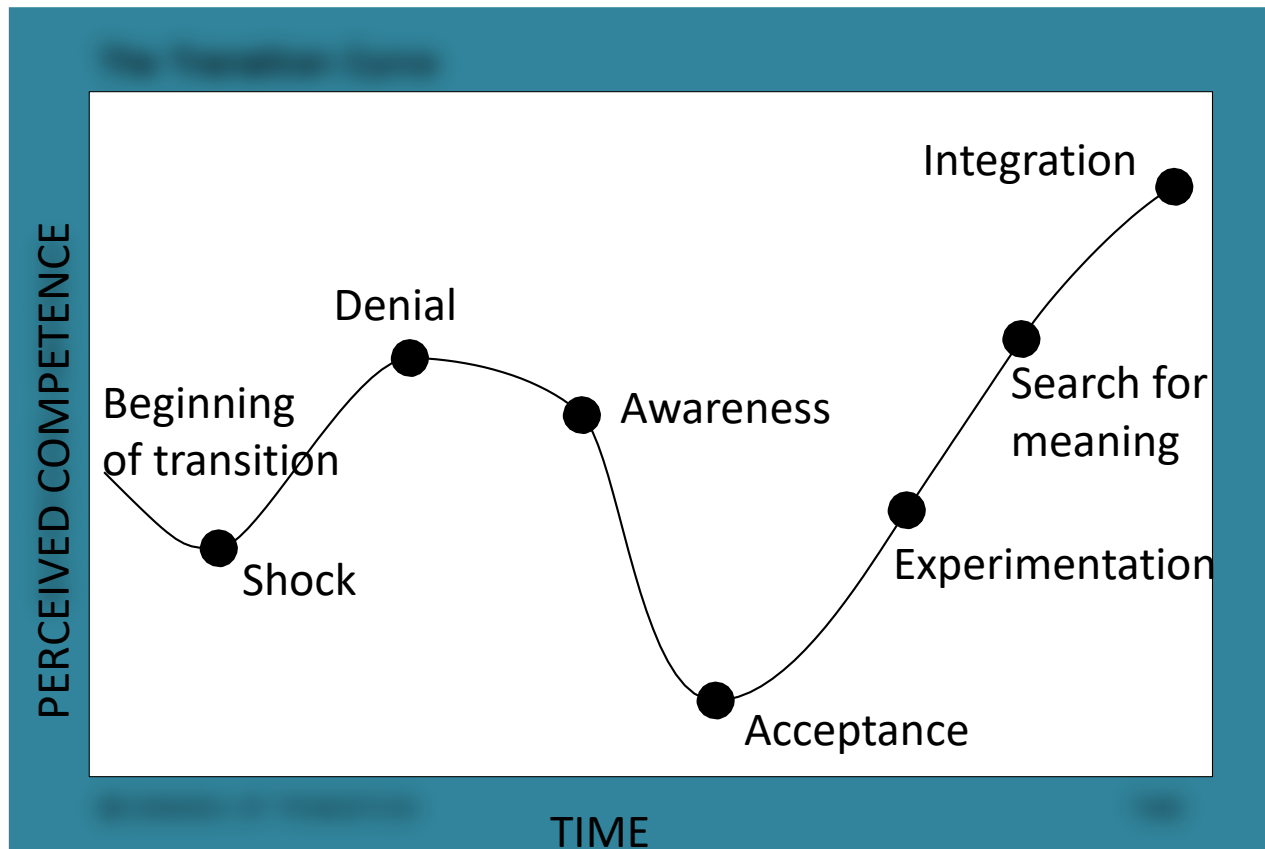
No styles are 'good' or 'bad' they all have their uses.  
To be effective, a leader has to use the style that is appropriate for the situation.  
Good leaders use a range of styles.

1. Making clear and precise presentations
2. Listening actively and showing that you have heard
3. Identifying significant content in a presentation, activity or discussion
4. 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?**



# True and false

Write down 2 things that you have done or that you like to do, things that you will tell someone else but that a stranger might not guess e.g.

1. I like making cakes and my chocolate cake is my family's favourite. I make it for every birthday.
2. I once walked 500km in 3 weeks

Then invent a third achievement or like that is untrue but possible e.g.

3. I am a very good singer and belong to a prize-winning choir

# True or false

Tell your partner the 3 “facts” about yourself in any order

Your partner must guess which one is false

**Group 1** Imagine that you are a child affected by migration who is about to join your school.

What questions or worries would you have?

e.g. Will I be able to find my way around the school?

**Group 2** Imagine that you are the parents/carers of a child affected by migration who is about to join your school.

What questions or worries would you have?

e.g. Will my child's previous achievement be recognised?

**Group 3** What does your school do to inform and welcome CAM who join it?

1.

2. etc.

**Group 4** What does your school do to inform and welcome the parents/carers of CAM who join it?

1.

2. etc

# A Key Adult

As the parent of 3 new CAM in your school who would I contact?

How many people would I need to know?

Is there a key contact person?

# A Key Adult

Write a brief job description and person specification for a key contact person for the families of CAM.

- What would this person do?
- What knowledge, understanding and skills would he/she need?

Assessment of need is a process rather than an event. It takes time.

How do you assess:

1. Fluency in the host language and need for language support?
2. Previous educational experience and attainment and where to place them in the school ?
3. Social, emotional and behavioural needs and whether any additional support is necessary?
4. Physical health and any factors that impact on the child's school life?
5. How are these assessments reviewed and any necessary changes made?

## Sample Activity: Promoting positive relationships in the classroom

**When given the signal, please line up in birthday date and month order as quickly as you can**



**(WITHOUT SPEAKING PLEASE!)**



# Recap Day 1

- Activity which demonstrated how SEL underpins all learning tasks
- Research on the benefits of SEL



# What do we want children to be able to do as adults?

We want children with good academic results who also:

1. learn how to communicate their feelings
2. set themselves goals and work towards them
3. interact successfully with others
4. resolve conflicts peaceably
5. control their anger and
6. negotiate their way through the many complex relationships in their lives today and tomorrow

Adapted from Reva Klein, *Defying Disaffection*

**THESE ARE SOCIAL AND EMOTIONAL SKILLS**

# The benefits of SEL for CAM

All children will have opportunities to:

- develop empathy,
- celebrate diversity
- develop the skills for making and maintaining friendships

The learning opportunities in SEL are:

- Interactive and experiential
- non language-based activities
- supportive of peer relationship-building
- promoting of class cohesion

CAM may have additional SEL needs:

A good SEL programme will provide additional support in a safe nurturing environment.

# SEL and Learning

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

# Social and emotional aspects of learning defined by Goleman



Five social and emotional aspects of learning:

self-awareness and self-valuing

managing feelings

motivation

empathy

social skills

**These are fundamental skills for personal and social development AND for learning**

# Four core elements of SEL

A positive ethos of convivencia

- Staff who have good SEL skills and who model the skills for young people
- A structured curriculum to teach the skills
- The reinforcement and celebration of the skills in every curriculum area

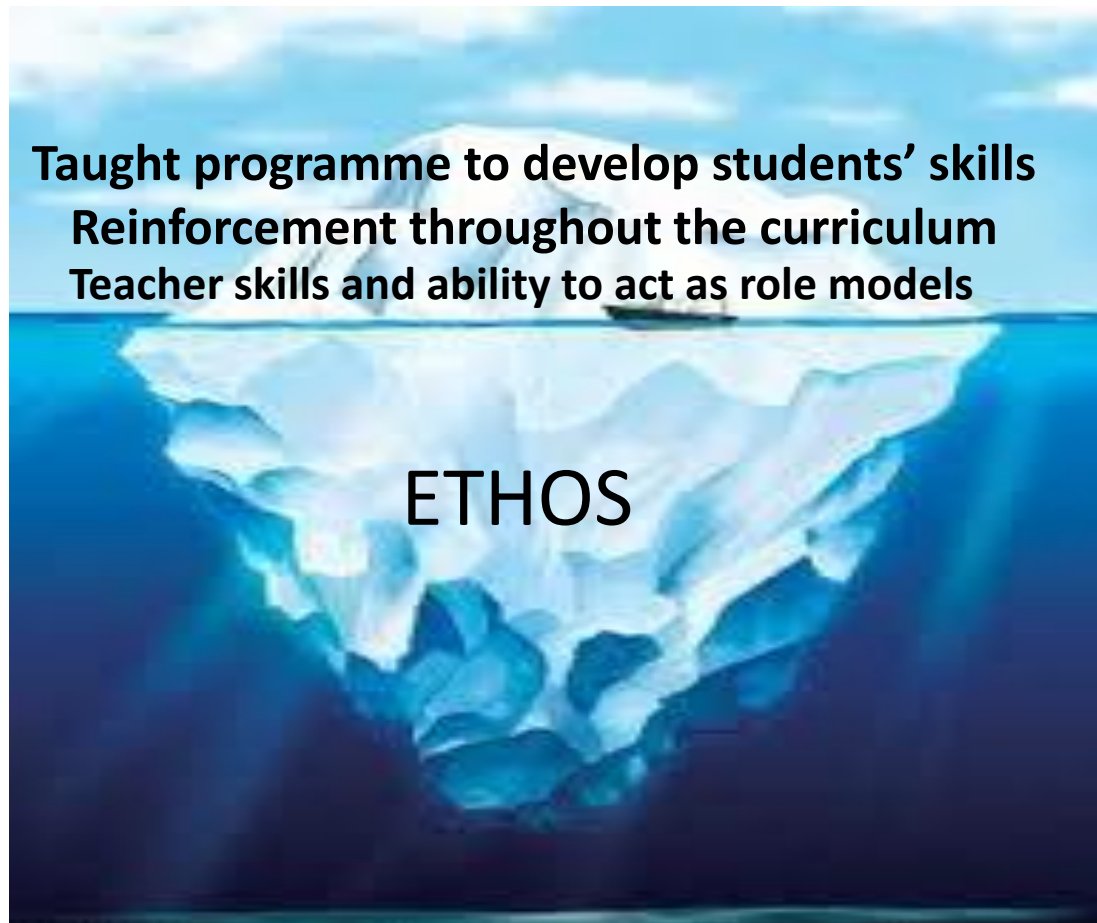
A positive ethos of convivencia

Staff emotional health and wellbeing.  
Staff Role-modelling

A structured curriculum to teach the skills of social and emotional learning (SEL)

Reinforcement of SEL skills across the curriculum

# SEL grows like an iceberg



## **Please use**

*School ICAM Leader Workshop Guide - Day 3 Session 12*

*ICAM Handbook Key Feature 7 - A formal and informal Social and Emotional Learning (SEL) curriculum and Appendices 2,3, 4*

**to begin to plan the session you will facilitate with School ICAM Leaders to help them answer the questions:**

- Which of the four areas of an effective SEL programme are already strong in your schools? Which need developing?
- What next steps might your schools take to develop a whole school programme of SEL (or further improve a programme they use already)?

**For each presentation and activity, note the purpose.**

**Will it be necessary to fulfil this purpose? If so, is this the best way of doing it?**



# Some needs of CAM

1. To be known as individuals
2. Adults who listen and respond sensitively
3. A sense of self-worth
4. A Key Adult
5. Help with transitions e.g. between classes or schools
6. Being in control of what happens to them

**What might schools do to meet these needs?  
What might they do more of?**

# How confident are we?

1. About dealing effectively in school with the possible traumatic effects of the migration experience?
2. About knowing how to respond when children talk about traumatic events ?
3. In providing effective additional support small group support to CAM who may have suffered trauma?



# What is trauma?

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 a traumatic event may include

- Intense fear
- Horror
- Helplessness

A traumatic event overwhelms our coping capacity.

# How can we tell if a child is traumatised?



Common responses to trauma:

- Re-experiencing
- Hypervigilance
- Fearfulness
- Avoidance and Withdrawal

*See ICAM Handbook Section 8 1.2*

Some CAM will require additional targeted support in the form of small group work.

What small group support opportunities do your schools already provide for children with additional social and emotional needs?

In pairs spend 2 or 3 minutes considering which CAM might benefit from such small group support. Compare your ideas with those in the ICAM Handbook Section 8.2.1.

Would you add anything to the bulleted list in the ICAM handbook?

# How small group work can support CAM who have experienced trauma



Recovery from trauma is helped by:

1. Safety.
2. Secure social networks and a trusted attachment relationship.
3. The opportunity to express what has happened in a safe environment.

Small group work can provide this help.

# How small group SEL work benefits CAM

Opportunities for:

1. Developing relationships with peers in safe, less overwhelming environment
2. Feeling safe to share experiences and feelings
3. Staff to differentiate SEL learning outcomes:
4. More time for personal exploration
5. Developing relationship of trust with a Key Adult.
6. Practising skills in safe and supportive environment



# How do the benefits of small group work match the needs of CAM?



## Benefits:

1. To be known as individuals
2. Adults who listen and respond sensitively
3. A sense of self-worth
4. Knowing a Key Adult
5. Help with transitions e.g. between classes or schools
6. Being in control of what happens to them

## Opportunities for:

1. Developing relationships with peers in safe, less overwhelming environment
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# What does a group-work session look like?

One model:

1. Welcome and check-in
2. Warm-up
3. Group aims
4. Previous week
5. Core activity
6. Review
7. Coming week
8. Relaxation



# Sample small group sessions

Please look at the sessions in the ICAM Guide to Small Group Work on the ICAM website

<https://www.icamproject.eu>

These are intended as samples for you to use, adapt and extend.

How might you use them in your school?

# Setting up and delivering small group work in SEL

In order to provide small group work for CAM with additional SEL needs, it is necessary for the school to:

- decide on the aims of the small group programme
- decide how to select the students who will receive additional support
- decide whether attendance will be voluntary
- identify the resources of time, people, facilities and materials that can be made available
- select people with the necessary skills to run and facilitate the groups
- clarify and describe the roles of parents/carers, facilitator(s), other agencies, class teachers and the leadership team
- decide where and when the groups will meet
- agree how the additional provision will be monitored, evaluated and reviewed.

Which of the tasks listed on Resource Sheet 3.3 are relevant to your schools ?

# Seeking individual help

What systems are used in your schools to recognise children in need of specialist help and refer them to external agencies?

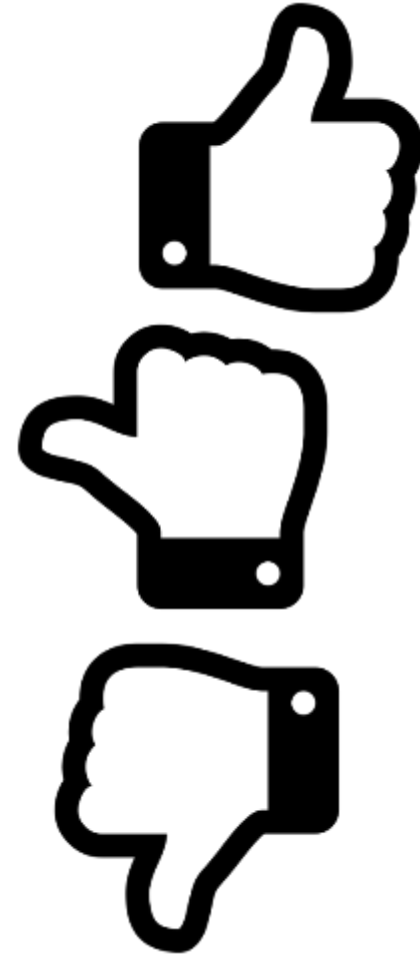
How effective are these systems on a scale of 1-10?

Why is your score not one point lower?

What would make it one point higher?

# How confident are we?

1. about dealing effectively in school with the possible traumatic effects of the migration experience?
2. about knowing how to respond when children talk about traumatic events ?
3. in providing effective additional support small group support to CAM who may have suffered trauma?



# Learning outcomes for Day 3

1. Learning from one another's experience of applying the ICAM School Review and constructing an action plan
2. Consideration of the experience to date of leading ICAM in school and any leadership skills to be developed further
3. Understanding of the needs of CAM when they first arrive in school and ways of meeting those needs
4. Understanding of SEL and how social and emotional skills can be both learned and assimilated through the structured and unstructured curriculum
5. Understanding of the possible additional SEL needs of CAM and ways of meeting them