

Networking the Including Children Affected by Migration Programme ICAMnet

School ICAM Leader 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

1. Learning from one another's experience of applying the ICAM School Review and constructing an action plan.
2. Consideration of our 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 formal and informal curriculum.
5. Understanding of the possible additional SEL needs of CAM and ways of meeting them.

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.

I like making cakes and my chocolate cake is my family's favourite. I make it for every birthday.

I once walked 500km in 3 weeks.

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

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.

New CAM and their families

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/carers 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 find out about:

- the child's home circumstances and how they might impact on its learning?
- previous educational experience and attainment and where to place them in the school ?
- social, emotional and behavioural needs and whether any additional support is necessary?
- physical health and any factors that impact on the child's school life?

How are these assessments reviewed over time and any necessary changes made?

How do you assess:

- fluency in the host language and need for language support?
- previous educational experience and attainment and where to place them in the school ?
- social, emotional and behavioural needs and whether any additional support is necessary?
- physical health and any factors that impact on the child's school life?

How are these assessments reviewed and any necessary changes made?

What do we want children to be able to do?



We want children with good academic results who also:

- learn how to communicate their feelings,
- set themselves goals and work towards them,
- interact successfully with others,
- resolve conflicts peaceably,
- control their anger
- 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
- provide non language-based activities
- support peer relationship building
- promote 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*

Five social and emotional aspects of learning defined by Goleman

Self-awareness and self-valuing

Managing feelings

Motivation

Empathy

Social skills

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

What skills does SEL aim to develop?

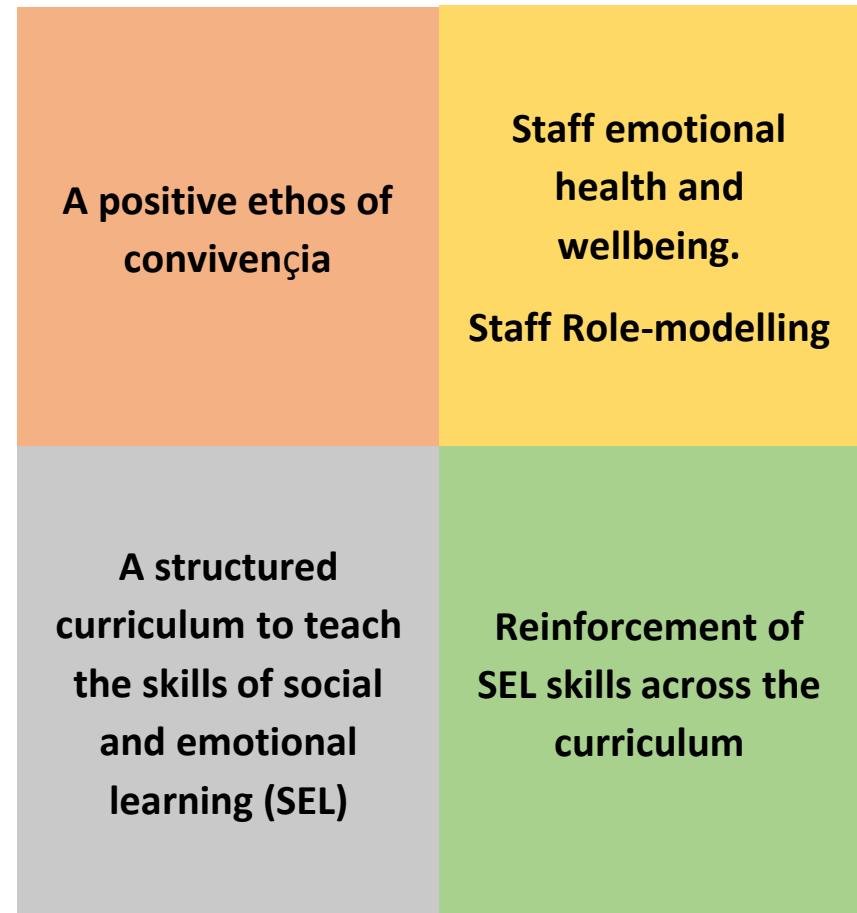
Think back to the activity in the last session where we worked in four groups to think about the needs of CAM and their parents when they join the school.

In pairs, look at Resource Sheet 3.1 and tick the skills that you used during the activity.

Match up the skill to the appropriate domain of SEL

Four core elements of SEL

1. A positive ethos of convivencia
2. Staff who have good SEL skills and who model the skills for young people
3. A structured curriculum to teach the skills
4. The reinforcement and celebration of the skills in every curriculum area



SEL grows like an iceberg



A positive ethos for convivencia

Key characteristics of ethos:

1. Relationships
2. Language
3. Environment
 - a) physical
 - b) social
 - c) emotional

**A positive ethos
for convivencia**

**Staff emotional health
and wellbeing.
Staff role-modelling**

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

**Reinforcement of the
SEL skills across the
curriculum**

**A positive ethos
for convivencia**

The quality of teacher-student relationship has been shown to be one of the most significant factors influencing student learning outcomes

(Cornelius-White (2007),Hatie (2009),Rowe (2001)

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!)

A positive ethos - Language

**A positive ethos for
convivencia**

Relationships

Language

Environment

*Words can heal or hurt,
and it only takes a few
seconds to prove this
neurological fact*

Newberg & Waldman (2102)

*A warm smile
is the universal
language of
kindness*

William A. Ward

A positive ethos - Environment

Physical e.g. attractive safe play spaces

Social e.g. places for students to sit and talk

Emotional e.g. displays valuing students' work and celebrating cultural diversity

A positive ethos for convivencia

Relationships

Language

Environment

Children copy adult behaviour



Staff modelling

A positive ethos for 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

The way children are treated and the examples they are set by their peers and by adults are almost certainly the strongest influences on how they will treat others and their environment, and develop respect for themselves.

Jim Rose

What we might teach students

- Don't let your anger control you
- Know your triggers – things that start your angry feelings
- Recognise the signs that you are getting angry
- Calm yourself down
- Don't escalate the situation by raising your voice, standing too close, using aggressive body language, interrupting, refusing to listen...

If you are not modelling what you teach, you are teaching something else

Do not worry that they do not seem to listen to a word you say, worry that they are watching everything you do!

Staff modelling

Staff cannot be role models unless their own emotional health and wellbeing is attended to and their own social and emotional skills are developed.



A structured SEL curriculum

Quality systematic learning for all children

An 'entitlement curriculum' for all. This should include:

1. a structured and progressive framework
2. class-based quality teaching to all children
3. clear learning outcomes
4. structured experiential and active curriculum work

'SAFE': Sequential, Active, Focused and Explicit.

A positive ethos for convivencia

Staff emotional health and wellbeing.

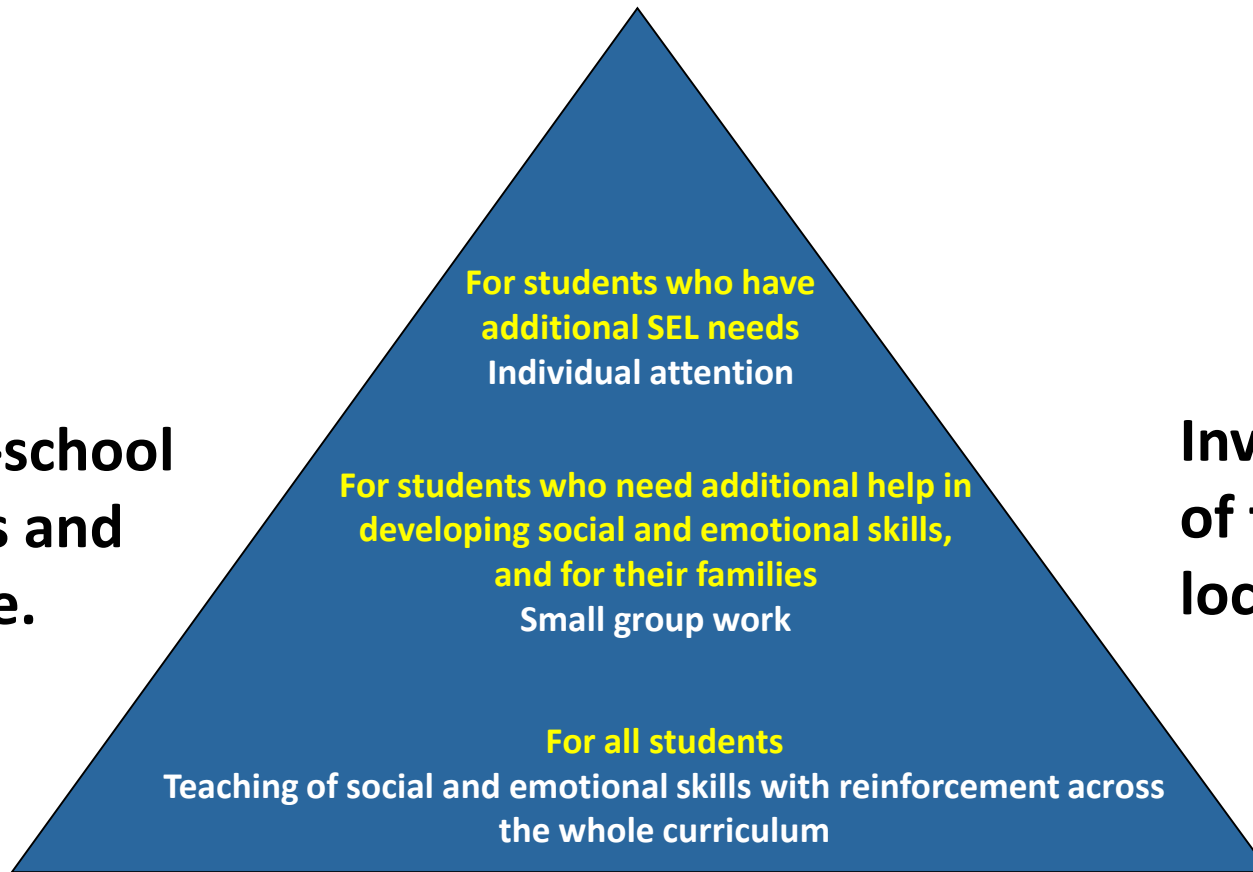
Staff role-modelling

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

Reinforcement of the SEL skills across the curriculum

The structure of SEL

**Whole-school
policies and
practice.**



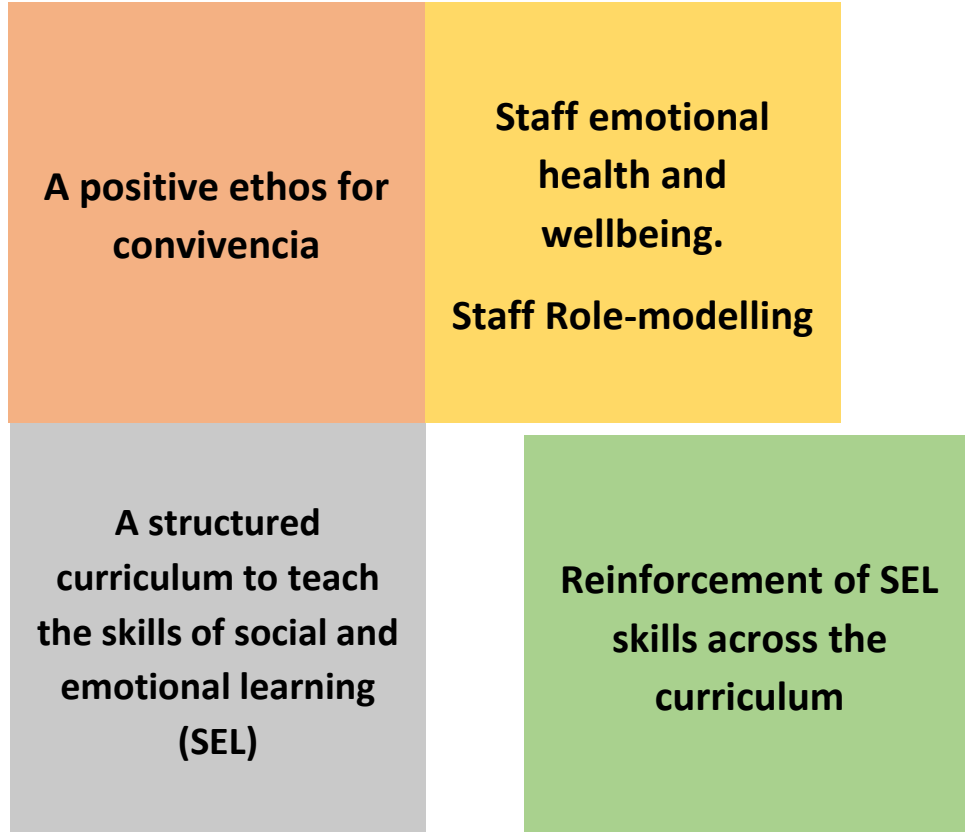
**Involvement
of family and
local people**

A safe environment for learning which promotes convivência

Thinking about the SEL curriculum

- Do we put the same thought into providing a structured and progressive curriculum for SEL as we do for maths and science?
- Do we provide it for ALL students?
- Do we provide a continuum of provision?
- What programmes do we/might we use?
- What CPD do teachers need to deliver such a curriculum?
- How might families be involved?

Reinforcing the learning outcomes of the taught SEL curriculum



Opportunities for reinforcement

- Assemblies introducing ideas to the whole school
- Across the curriculum, in all lessons
- Posters and displays around the school
- Break times
- After school times
- Family activities to send home

Changing behaviour

The aim of SEL is not that students know, for example, that, when angry, counting to 10 can calm you down, but that they actually do it in situations in which they are angry.

There are four elements to changing behaviour:

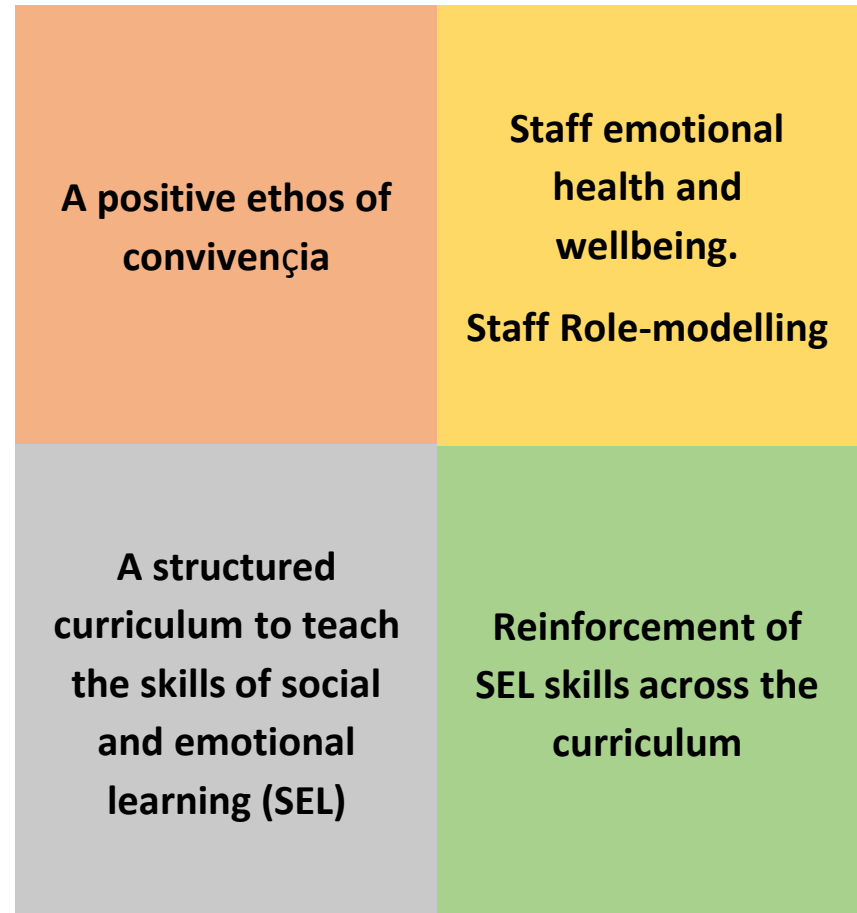
- 1. Knowledge**
- 2. Skill**
- 3. Attitude and motivation**
- 4. Practice**

Four core elements of SEL

Which of the four areas of an effective SEL programme are already strong in your school?

Which need developing?

What next steps might you take to develop a whole school programme of SEL or adapt a programme you use already?



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?

- About dealing effectively in school with the possible traumatic effects of the migration experience?
- About knowing how to respond when children talk about traumatic events ?
- 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:

1. Re-experiencing
2. Hypervigilance
3. Fearfulness
4. 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 does your school already provide for children with additional social and emotional needs?

In pairs consider 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.

What are the benefits of small group work in SEL for 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?



Opportunities for:

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

Meeting the need:

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

What does a group-work session look like?

One model:

Welcome and check-in

Warm-up

Group aims

Previous week

Core activity

Review

Coming week

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?

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

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

- Which of the questions on Resource Sheet 3.3 are relevant to your school?

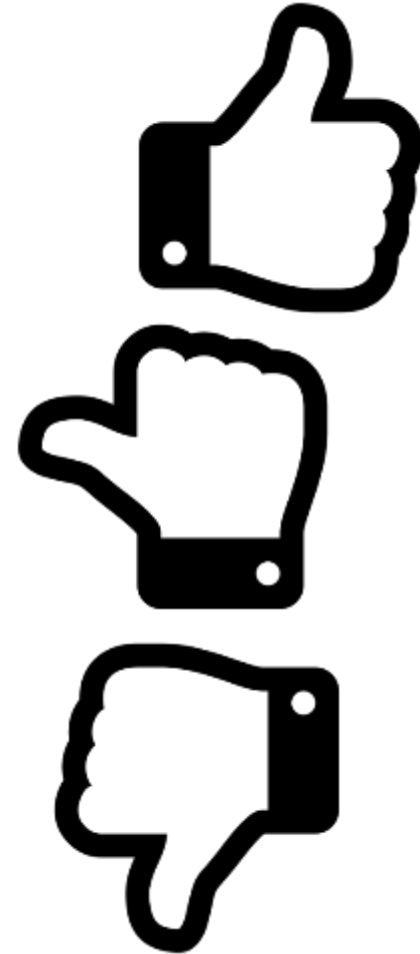
Write down the three next steps you might take to implement small group work ,or adapt what you already do, to ensure that the needs of CAM are met.

Seeking individual help

- What systems are used in your school 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?

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