

Networking the Including Children Affected by Migration Programme ICAMnet

ICAM National Facilitator workshop

WELCOME to Day 4!



Migration is an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family

Ban Ki-moon

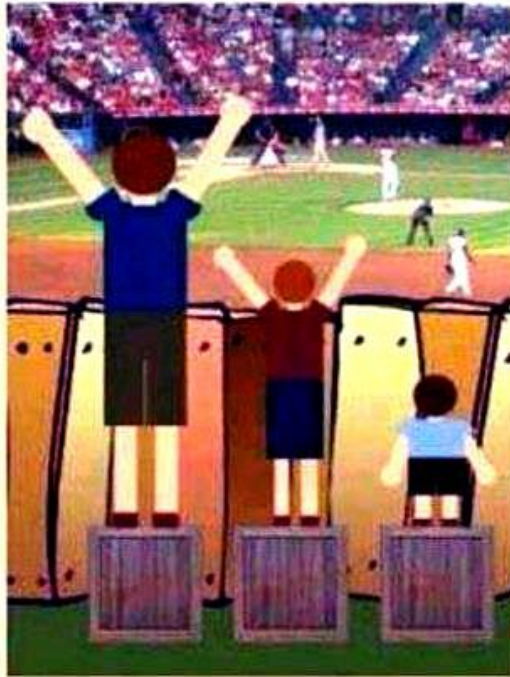
Learning outcomes for Day 4



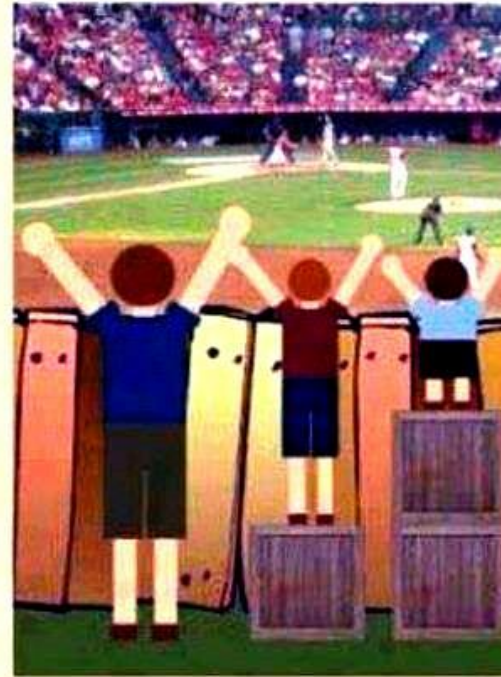
1. Further experience of developing sessions for the School ICAM Leader Workshop Guide
2. Understanding of how to ensure that CAM feel safe, and thus are able to learn, in school
3. Consideration of the support that staff need to support the SEL of CAM, and ways of providing it
4. Preparing to facilitate a session tomorrow morning
5. Reflection on what has been learned and planning for next steps

Some children need more support than others to access their rights!

Equality doesn't mean Justice



This is Equality



This is Justice

We cannot learn if we feel unsafe.

Safety at school means that students can learn - not only because they are protected but also because they:

- have a feeling of safety,
- can enter into dialogue with their teachers
- have a place where they can build self-confidence.

How can feelings of safety be promoted?

- Style and quality of leadership and management
- Relationships in and outside the classroom – staff/students, students/students and staff/staff
- Organisation of social areas
- Safety on the journey to and from school
- Procedures to deal with bullying incidents
- Procedures to encourage safety online and in social networks
- Procedures to deal with suspected neglect or abuse outside school

In an unsafe environment there may be:

- Verbal abuse
- Disruptive classroom behaviour
- Bullying of
 - students by students
 - students by staff
 - staff by students
 - staff by staff

How can a feeling of safety be promoted?



Considering the needs of all students, including CAM, how can safety and a feeling of safety be promoted in relation to:

- the school and classroom environment?
- relationships between students?
- relationships between staff and students?
- online safety and social networking?
- safety in the wider community?

What are the issues?

What actions are needed to address these issues?

Bullying

Bullying is systematic abuse of a weaker person by a stronger person. It may involve verbal, physical or psychological aggressive behaviour.

- Approximately 40% of children worldwide experience bullying in schools.
- In European countries, between 15% and 64% of children reported having been bullied by age 14.
- Girls are more often targets than boys and boys carry out 85% of reported incidents of bullying.
- CAM are 4 times more likely to suffer cyberbullying than other children.

When bullying has occurred

The school's response is most effective if:

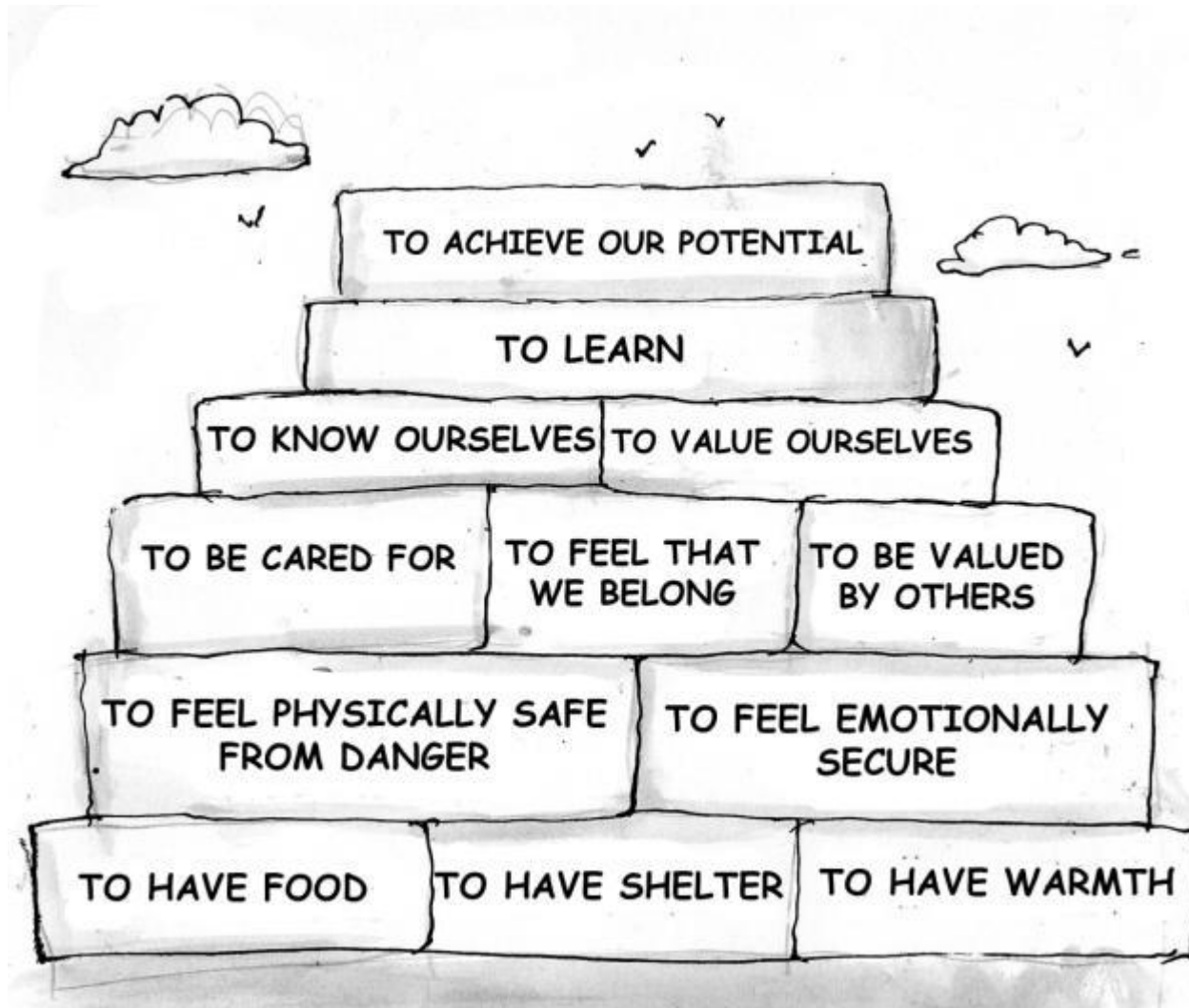
- conversations with the students involved take place individually and in this order:
 - conversation with the target.
 - conversation with each perpetrator on their own.
 - conversation with the perpetrators together.
- there are follow-up conversations with each party, at the end of which the parties may meet.
- parents are involved.
- the message is clear - the bullying has to stop.
- conversations are characterised by respect.
- it is clear that it is the behaviour, not the students, that the school rejects.

Bystanders

Dan Olweus described 7 roles for students who are present when bullying occurs:

1. students who bully
2. followers or henchmen
3. supporters or passive perpetrators of bullying
4. passive supporters or possible perpetrators of bullying
5. disengaged onlookers
6. possible defenders
7. defenders

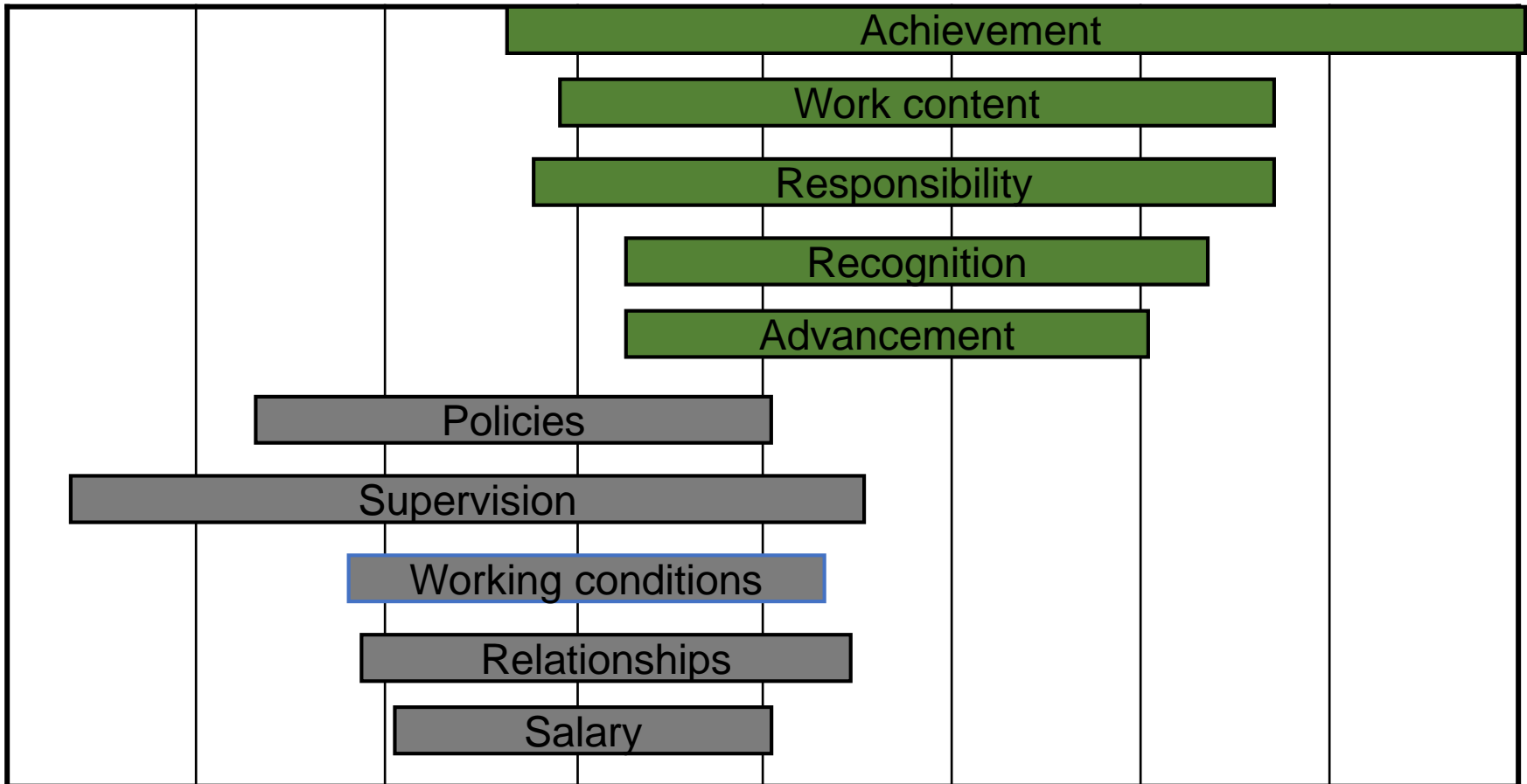
Maslow's hierarchy of need



Hertzberg's Motivators and Hygiene Factors

Dissatisfaction

Satisfaction



Supporting staff

People tend to work with more enthusiasm when they:

- feel supported
- are listened to
- are noticed by senior colleagues
- are encouraged
- feel trusted
- feel appreciated and valued
- are kept well-informed
- are helped to clarify their ideas
- are helped to develop their skills and abilities
- are challenged and extended

Feelings of:

- physical, mental and social health
- individual vitality
- engagement in activities which are meaningful and which make us feel competent and autonomous.
- resilience, having a stock of inner resources to help us cope when things go wrong or changes are beyond our immediate control
- relatedness to other people, maintaining supportive relationships

Secondary traumatic stress

As a result of working closely with students and families who have endured difficult and traumatic circumstances, teachers and support staff may present signs of Secondary Traumatic Stress (STS).

Please read Sections 9.2 and 9.3 of the ICAM Handbook.

Discuss with a partner:

On a scale of 1 -10, how prepared is your school to notice and provide support if any staff suffer STS?

Why is your score not 1 point lower?

What could you do to make the score 1 point higher?

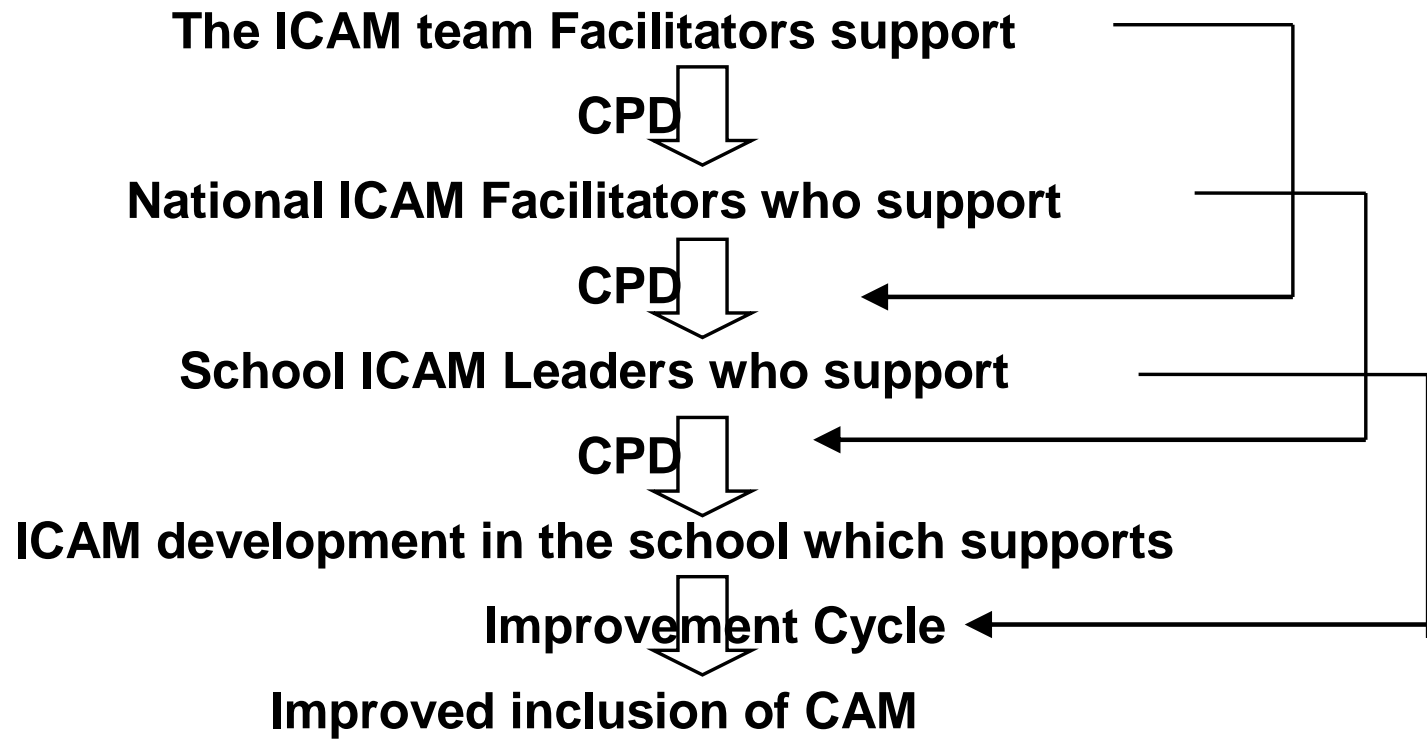
~~Not Training~~ But CPD!

Continuing Professional Development

A process of gaining knowledge and skills, both formally and informally, as you work beyond any initial training.



Cascade model of CPD



Four levels of staff CPD

Level 1: Raised awareness and understanding of the past experiences of CAM

Level 2: Improved SEL provision for all CAM integrated into lessons and the school environment

Level 3: A greater understanding and improved SEL provision across the whole school for those CAM with additional SEL needs.

Level 4 Small-group/individual interventions for students identified as having the most severe additional SEL needs

1. Awareness of the experiences of CAM

All staff should develop:

- clarity about the various groups comprising CAM,
- knowledge and understanding of the likely pre-, trans-migration experiences of different groups of CAM
- the potential impact of these experiences on social, emotional and behavioural factors.
- understanding of the many challenges facing the families of CAM in their new country and how they might affect the education of CAM.

2. Improved SEL in class and school to meet the needs of all CAM

All staff should be able to :

- model behaviour that helps CAM feel welcome, appreciated, safe and secure.
- encourage similar behaviour in all members of the school community, particularly CAM's fellow students.
- understand that the behaviour of CAM will be deeply influenced by their past experiences.
- apply their skill in responding to behaviours by encouraging the positive and correcting the negative without in any way rejecting the child.
- use teaching content which is sensitive to the culture and experiences of CAM and takes account of language and other barriers to learning.
- support aspects of classroom and school organisation that encourage convivencia.
- show appreciation of the positive contribution CAM make to the school
- identify CAM who need additional SEL support in the class and around the school

3. Improved SEL in class and school to meet the additional needs of some CAM



All staff should be able to:

- recognise when some additional SEL support may be necessary.

Some staff should be able to:

- understand underlying models of displacement, trauma and loss.
- understand the theoretical underpinnings and effective practical strategies for meeting additional SEL needs, both in terms of whole school processes and additional group or individual work.
- identify additional SEL needs of CAM using the principle of early intervention.
- construct individual SEL development plans specific to CAM.
- organise additional SEL support e.g. by the provision of a Key Adult.

All staff should be aware of, and implement, the plans and:

- have the necessary knowledge, understanding and skills to differentiate teaching and learning so that the additional SEL needs of CAM are met.

4. Small-group/individual interventions to meet the most severe additional SEL needs

Some staff should have:

- ability to recognise when small group/individual intervention is required.
- ability to organise additional small group and individual work for CAM.
- knowledge understanding and skills to deliver small group/individual interventions.
- knowledge of when and how to refer CAM on to external agencies, and who these agencies might be.

Learning outcomes for Day 4



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You will work in 3 teams .

When one team is facilitating a session the others will take part as School ICAM Leaders and think about what helps their learning, what feedback they will give to the facilitators and how they will facilitate this session themselves.

Team 1 Session 16 Key Feature 10 - Involvement of students

Team 2 Session 17 Key Feature 11 – Involvement of families

Team 3 Session 17 Key feature 12 – Involvement of the local community

Timing

Begin at 8.30 am

45 minute session. 10 minute feedback

8.30 Team 1

9.30 Team 2

10.30 Tea/coffee break

11.00 Team 3

11.55 Final circle time

12.30 Lunch and Au revoir!

Feedback is most useful when:

1. it is specific
2. it celebrates what works well and encourages facilitators to build on their strengths
3. it suggests achievable steps for any improvement

Feedback arrangements

10 minutes to give feedback and share any resources the team has developed

Facilitators will say 'What went well was' and 'It would be even better if...' Participants will add their views.

Team 3 will lead feedback to Team 1

Team 1 will lead feedback to Team 2

Team 2 will lead feedback to Team 3

Please use the relevant sections of the ICAM Handbook and School ICAM Leader Workshop Guide.

1. What are the purposes of the session and the presentations and activities within it?
2. Do you want to adapt anything in order to achieve those purposes?
3. Are any warm-up activities or energisers relevant to the session?
4. Thinking of the 4 stage learning process, is there an appropriate balance of presentation, modelling and practice?
5. How will you promote solution focused approaches?
6. How will you demonstrate effective co-facilitation?
7. Is the timing of the session achievable? Who will keep an eye on the time?
8. Have you got the resources that you need?

Please, before the end of this session, complete:

1. The **ICAM post-workshop self-assessment of knowledge and skills** and decide on your personal action plan.
2. Compare your ICAM self-assessment results before and after the workshop using the **Summary sheet for monitoring and evaluation of an ICAM workshop**
3. Complete a **Final Evaluation Sheet**
4. Give us the Summary Sheet and Final Evaluation so that we can use them in the workshop review.