Networking the Including Children Affected by Migration Programme ICAMnet

School ICAM Leader 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. Understanding how to ensure that CAM feel safe, and thus are able to learn, in school

2. Consideration of the support that staff need to support the SEL of CAM and ways of providing it

3. Consideration of ways of involving students, parents and the local community in the ICAM programme to improve convivencia in the school and support the learning of CAM.

4. Reflection on what we have learned in the workshop and planning next steps

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

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Equality doesn't mean Justice
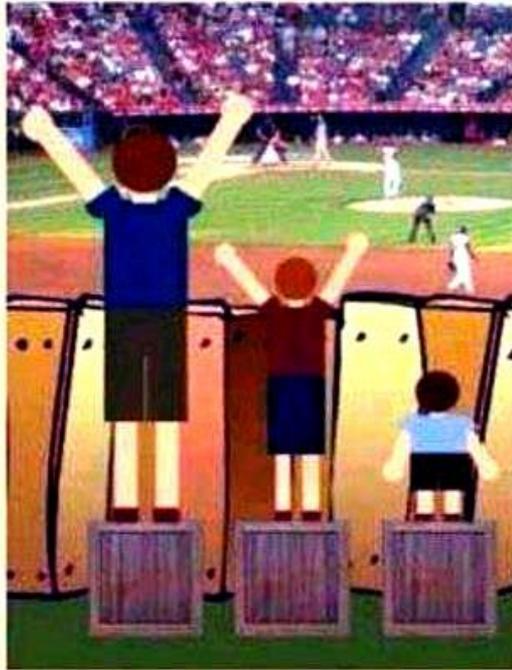
This is Equality   This is Justice

Creating a safe environment for learning

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?

A whole-school approach to creating safe feelings

- 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

Creating a safe environment for learning ICAM.net

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
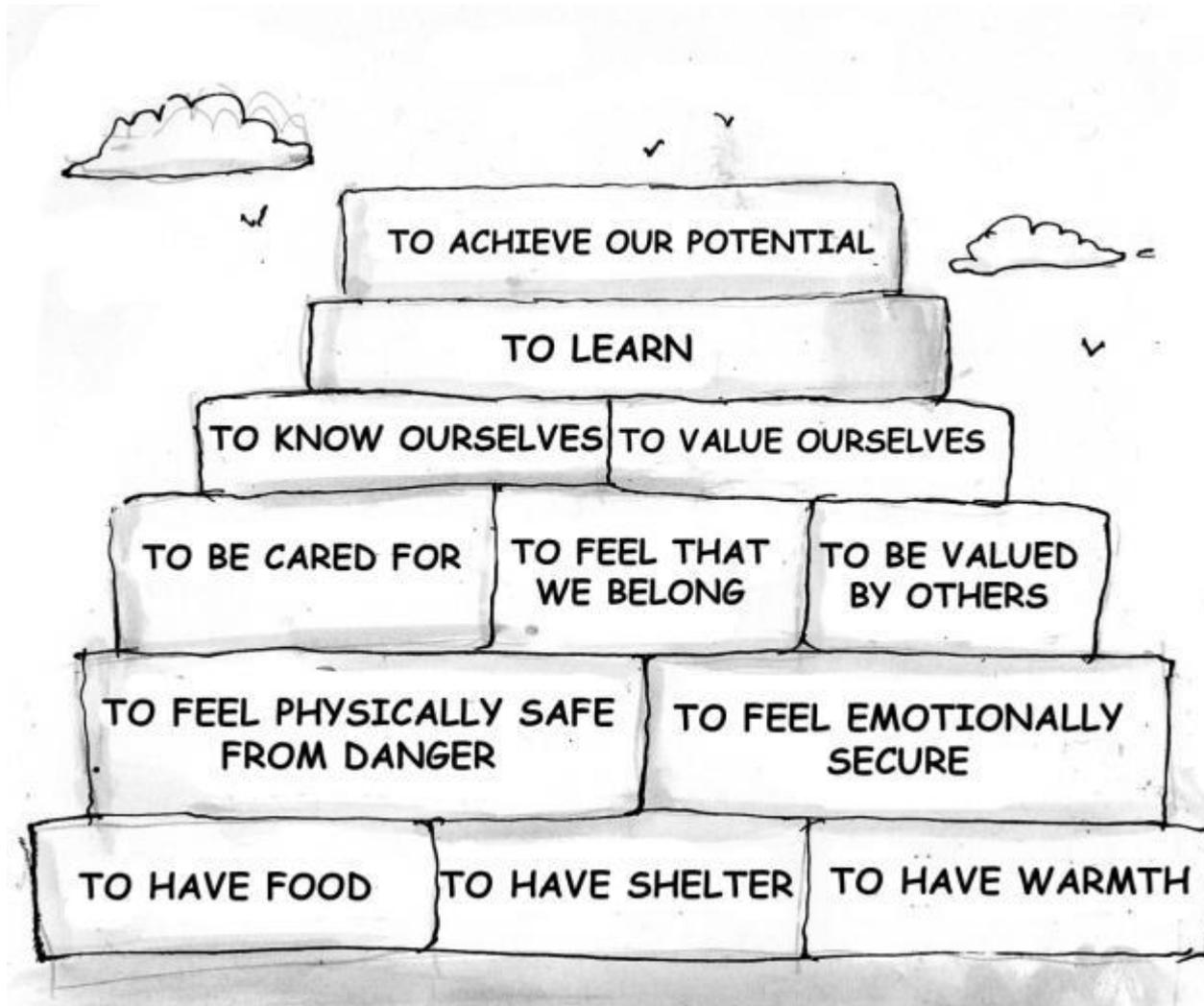
The school's response is most effective if:

- 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
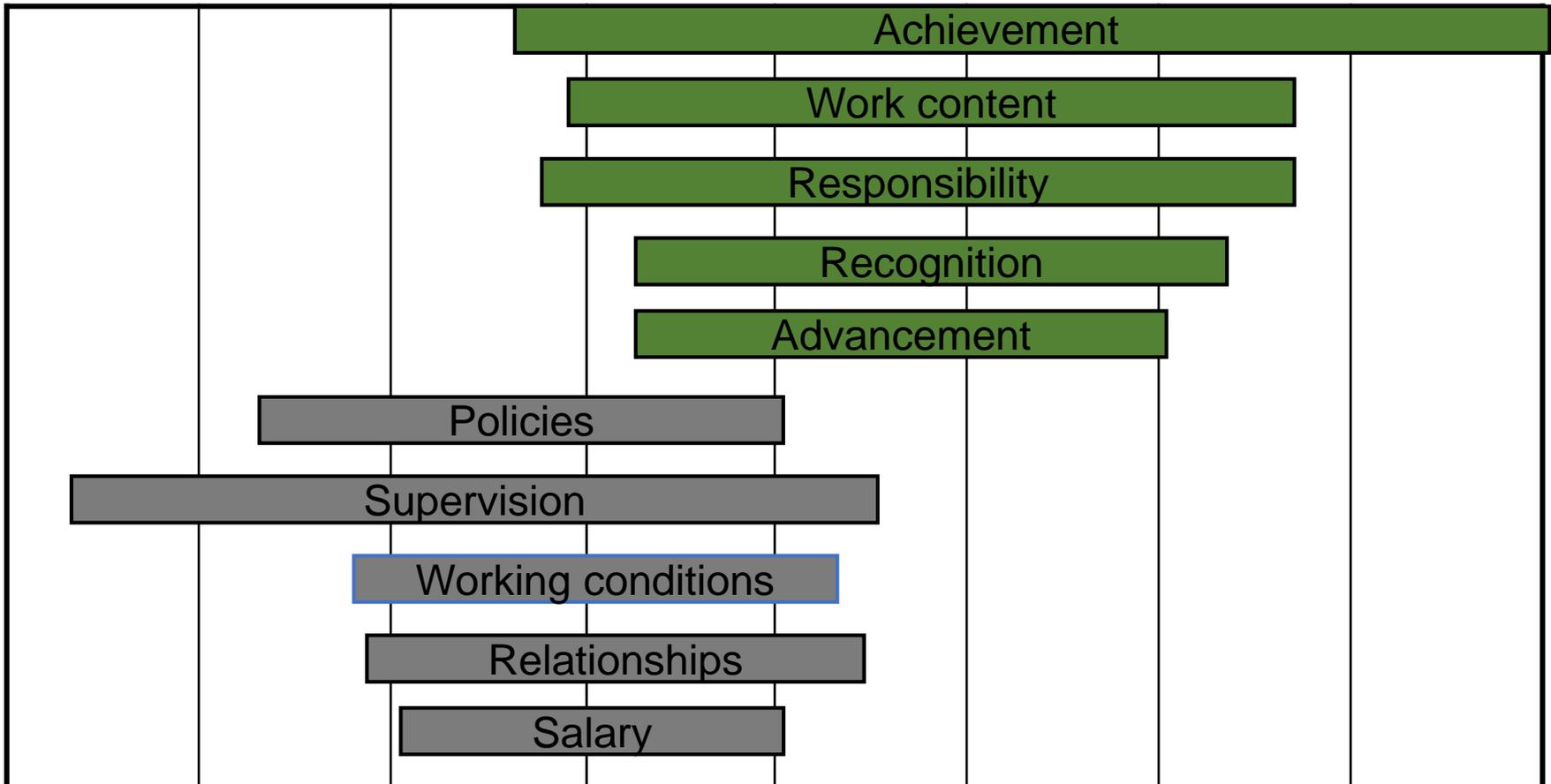5. disengaged onlookers
6. possible defenders
7. defenders

Maslow's hierarchy of need

Hertzberg's Motivators and Hygiene Factors

Dissatisfaction   **Satisfaction**

Achievement

Work content

Responsibility

Recognition

Advancement

Policies

Supervision

Working conditions

Relationships

Salary

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

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Wellbeing

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?

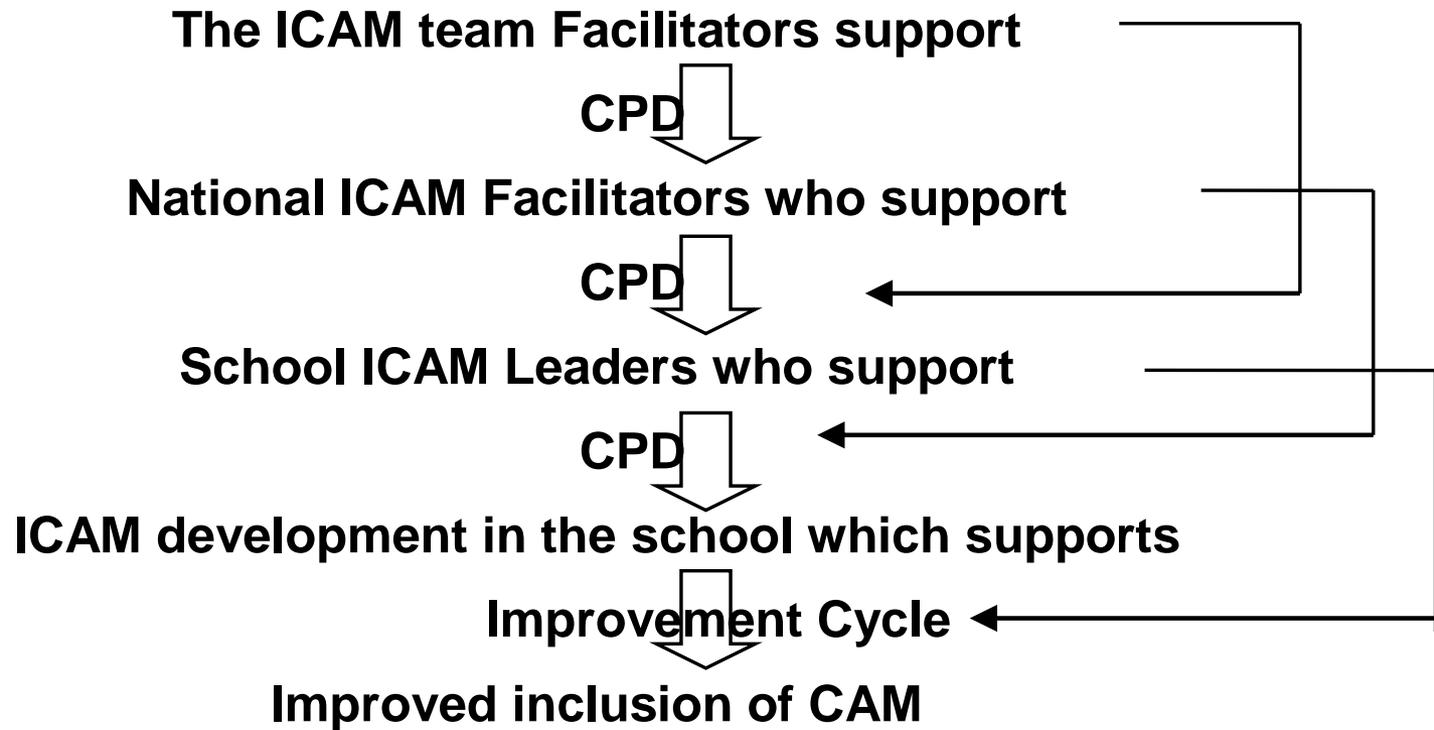- What could you do to make the score 1 point higher?

~~Not Training~~ But CPD!

Continuing Professional Development

A process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training.

Cascade model of CPD

The ICAM team Facilitators support

CPD

National ICAM Facilitators who support

CPD

School ICAM Leaders who support

CPD

ICAM development in the school which supports

Improvement Cycle

Improved inclusion of CAM

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 to 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.

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.

Ear and nose!

Hold your right ear with your left hand

Hold your nose with your right hand

Change!

Hold your left ear with your right hand

Hold your nose with your left hand

Repeat as fast as possible!

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Involving students

In a Rights Respecting School students will be aware that having rights means also having responsibilities.

How can schools encourage students to take responsibility for themselves and for one another?

We have already discussed how important it is for children with attachment or trauma difficulties to have some control over what happens to them.

How can schools provide for this?

Student voice

- How can students, including CAM, be involved in developing the ICAM programme?

- How do we listen to their views?

- How do we show that their views have been heard?

- How can they be involved in planning, implementing and reviewing any changes to improve convivencia and inclusion?

(Look at ICAM Handbook Section 10.3.1)

Why is it hard to engage the parents/carers we most need to engage?

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Discuss your own experiences of involving parents/carers.

- What made your attempts to involve them successful or otherwise?

A model of effective parent/carer involvement:

1. **Wanting** – being clear about why we want to engage parents/carers.

2. **Getting** - establishing basic communication and building up relationships.

3. **Keeping** - persuading parents/carers to have regular contact.

4. **Engaging** – parents/carers taking an active part.

5. **Empowering** – parents/carers suggesting ideas and putting them into practice.

Adapted from: Moran, Ghate, Van der Merwe 2004

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Is it important that parents/carers and families are involved with the school? If so, why?

How will it help:

- Children?

- parents/carers/families?

- the school?

Research suggests that:

The activities parents do with their children at home have a greater impact on a student's attainment at school than the family socio-economic status or the parents' education.

Kiernan and Mensah (2011)

For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are.

Sylva et al. (2004)

Getting parents/carers involved depends on establishing mutually trusting and respectful relationships, based on an understanding of the different perspectives parents and staff may hold as a result of their differing life experiences.

It is only when such understanding underpins relationships that successful partnerships can be established.
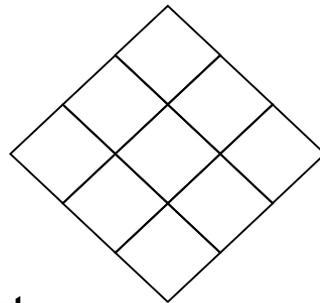
You have 12 cards describing strategies for building trusting relationships with parents/carers.

There are some blank cards in case you wish to add any additional strategies.

Choose the 9 most relevant strategies and arrange them in a diamond in order of importance.

Most important

Least important

Diamond 9 – building trust

There are no right or wrong answers to this activity.

Its purpose is to help us think about strategies for building trusting relationships with parents/carers of CAM.

Is there anything you plan to do as a result of your thoughts on this activity?

A model of effective parental involvement

1. **Wanting** – being clear about why we want to engage parents

2. **Getting** - establishing basic communication and building up relationships

3. **Keeping** - persuading parents to have regular contact

4. **Engaging** – parents taking an active part

5. **Empowering** - parents suggesting ideas and putting them into practice

Adapted from: Moran, Ghate, Van der Merwe 2004

Keeping, engaging and empowering families through:

- SEL activities to send home

- Family SEL workshop programmes

ICAM materials

Please look at the guide to Parent/Carer Group Sessions on the ICAM website. There are 6 sample sessions for parents/carers and their children with an optional session on Trauma which facilitators can use if they think it appropriate.

There are also 12 additional Parent/Carer Self-study Sessions for the parent/carer group to use if, as suggested, they continue to work together.
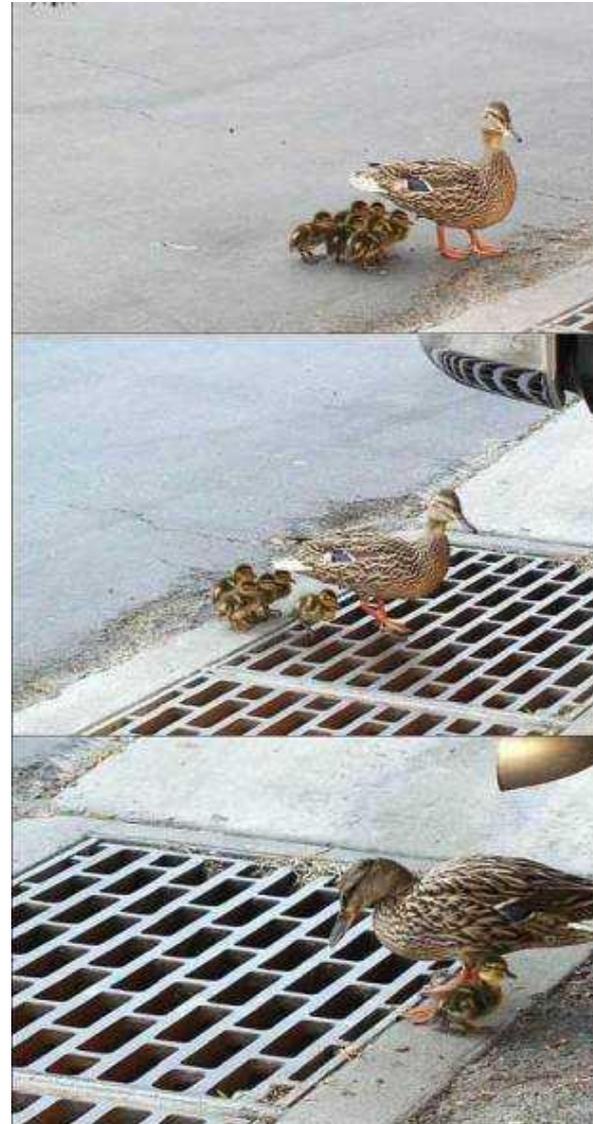
How might you use these materials?

Next steps

What will you do next to enhance the involvement of parents/carers, particularly the families of CAM, in their children's education?

Remember to have empathy –
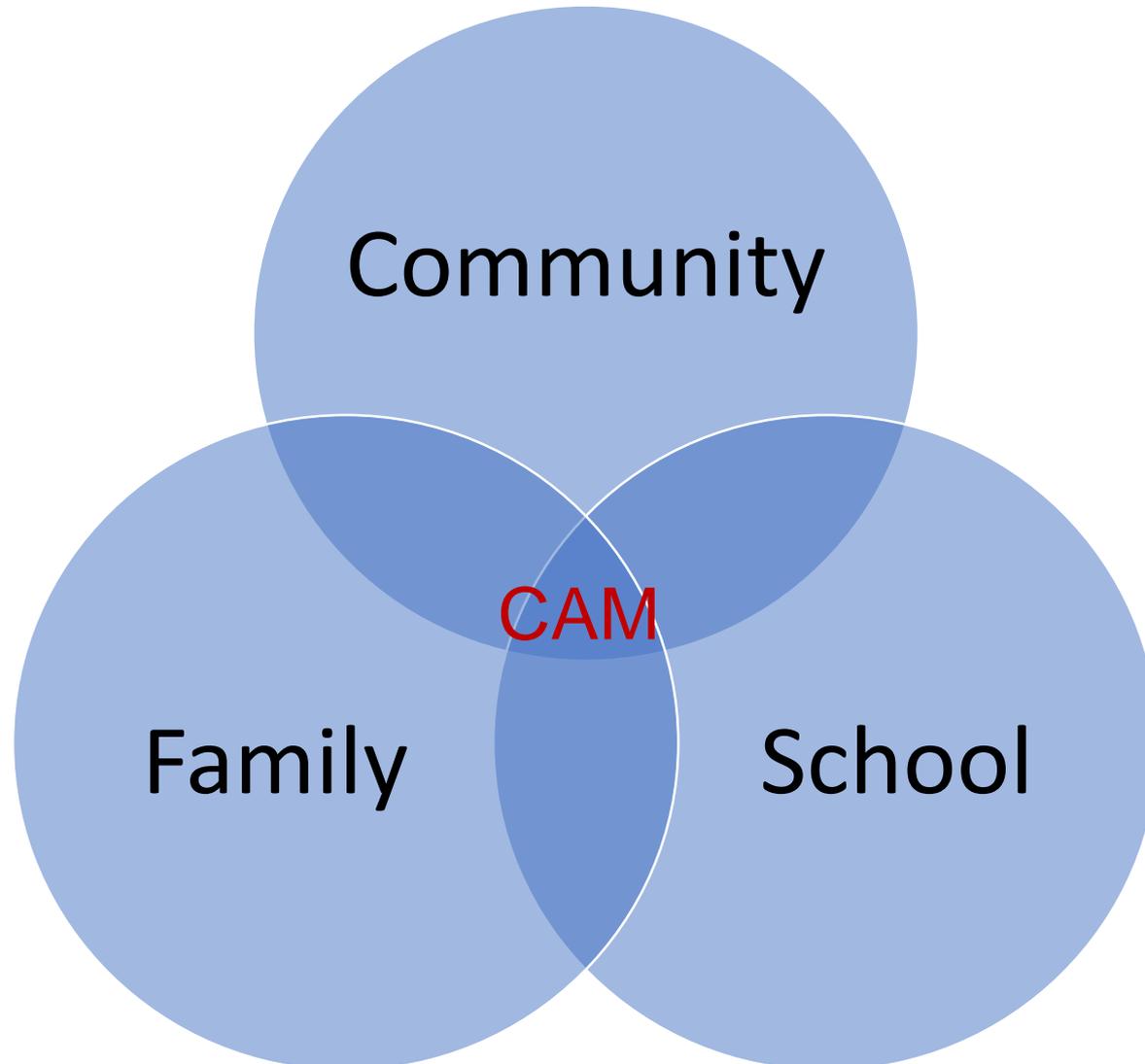
being a parent or carer is not easy!

Not an easy role

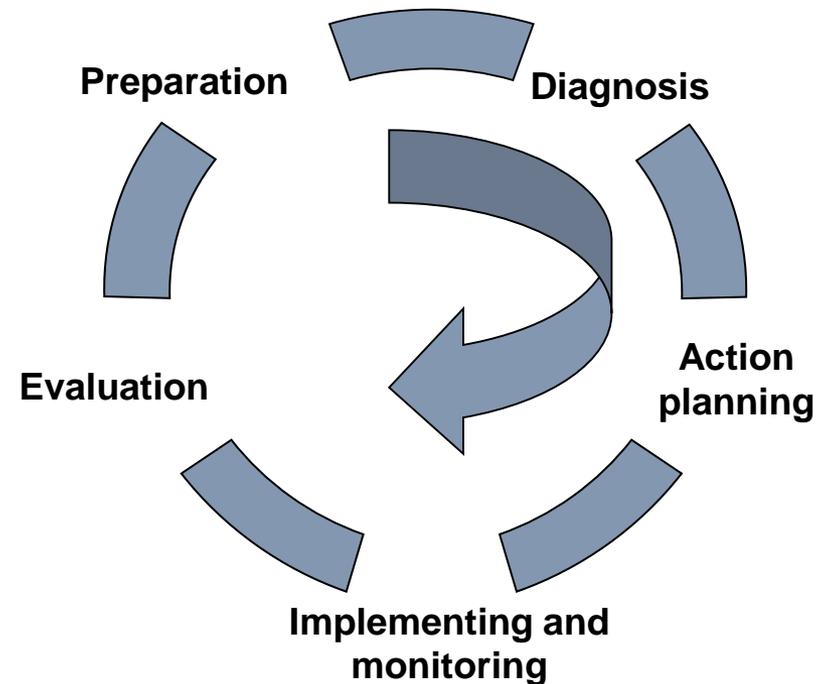Remember

– being a parent or carer is not easy.

Nor is being a child!

Stages in developing a local partnership programme

1. Preparation

2. Diagnosis

3. Action planning

4. Implementing and monitoring

5. Evaluation

Facilitating community partnerships ICAM.net

- Respecting and valuing members' expertise builds confidence and capacity

- Agreeing a common process and focus enhances efficiency

- Ongoing monitoring and evaluation of outcomes enhances effectiveness

- It is important for the facilitator to adopt an appropriate leadership style

Drawing up a resource directory

1. Who would you include in a community resource directory for a school – people or organisations that you could call upon for support in a local partnership programme to improve convivencia and inclusion of CAM and their families?.

2. Put each entry for the community resource directory on a separate "brick" – make the bricks by tearing a sheet of A4 paper into quarters.

   You should write in large letters that can be read easily. Record the title of the person or organisation and note briefly what they can contribute, e.g. local youth centre – advice on activities to engage young people; Place your bricks to make a 'wall'. You should read what others have put and, if a brick is the same, place your brick on top of it

3. You may wish to make your own directory from ideas in the wall of bricks You could start by filling out columns 1 and 3 on Resource sheet 4.3

Practising telling the good news

You are going to take part in a 5 minute live radio interview by telephone.

You will play the role of either the radio interviewer or a School ICAM Leader.

You will prepare in two separate groups who will not meet until the interview begins.

Resource Sheet 4.4 explains your situation. You have 10 minutes to read it and prepare with others with the same role. You should decide what you want to say.

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