Glossary – A list of words that are important in ICAM

These are central themes in ICAM and it is important that they are translated consistently throughout the materials using words that accurately capture their meaning in the spirit of ICAM and in your context.

In the UK version we have chosen words that are currently most commonly used by people in the education field. You should translate them into words that are most acceptable and appropriate in your system, words that people, particularly teachers, are familiar with.

Children *We use the United Nations definition of a child as anyone under the age of 18 and this is important because their age affects their status as refugees. Anyone under 18 has rights according to the United Nations Rights of the Child. We therefore refer to Children Affected by Migration in both primary and secondary schools in spite of the facts that secondary schools may usually describe their students by other words e.g. 'young people' and teenagers may no longer see themselves as 'children'.*

Attachment *– a psychological connectedness between humans that lasts for a long period of time (John Bowlby 1969). Attachment Theory describes the relationship between infants and their caregivers. Attachment to an adult gives children a secure base from which to explore their environment.*

Continuing Professional Development (CPD) *- A process of gaining knowledge and skills, both formally and informally, during work beyond any initial training.*

Facilitation, Facilitator *– We use these terms rather than 'training' or 'trainer' to emphasise a focus on learning rather than teaching. Facilitation means helping learning.*

Formal and informal curriculum *– The formal curriculum is learned from teaching in lessons. The informal curriculum is learned both in and outside the classroom from the ethos of the school and from the way people speak and behave with one another.*

Language courses *– in the UK we used to talk about ESL courses (English as a Second Language) or EFL courses (English as a Foreign Language). But now the terms EAL (English as an Additional Language) or ESOL (English for Speakers of Other Languages) are preferred because they recognise students' existing language skills.*

Leadership and Management - *Management is a set of processes that keep an organisation functioning. Leadership is more than this and includes the art of motivating people to achieve an agreed aim. A leader may not have a management role in the organisation.*

Migration *– movement of people from one area to another.*

Modelling *- Showing, by your behaviour, how you expect others to behave.*

Monitoring, Evaluation and Review *- Monitoring is the collection of information about the programme. Evaluation is using the information to assess the effectiveness of the programme. Review is using the results of evaluation and planning any changes to improve outcomes.*

Social and Emotional Learning (SEL) *We define this as 'A process of acquiring the social and emotional knowledge, understanding and skills which are essential for learning, emotional health and wellbeing, effectiveness, and success in the workplace and in life.'*

Solution focused thinking – *Considering a problem by focusing on the solution rather than the problem itself*

Special Educational Needs and Disabilities (SEND) *A child has Special Educational Needs if they require more help to learn and develop than children of the same age. Some people prefer the term Additional Needs. We are particularly concerned with* **Additional SEL Needs** *and CAM who need additional help for their social and emotional development.*

Trauma - a *psychological, emotional response to an event or an experience that is deeply distressing or disturbing.*

Post Traumatic Stress Disorder (PTSD*) - an anxiety disorder caused by very stressful, frightening or distressing events*

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