



# Staff Training – Facilitator Notes

2.5 hour INSET Day/ITT/NQT training session



## Suggested pre-reading for participants:

National Education Union (NEU) “Welcoming Refugee Children to Your School” guide- pages 6-9 Principles of Effective Practice.

## Aim of session:

To give education staff the opportunity to consider collectively ways in which your school/setting/college can effectively welcome refugee children and young people.

## Resources

- NEU Welcoming Refugee Children to your School Guide (copies can be downloaded from [www.teachers.org.uk/equality/equality-matters](http://www.teachers.org.uk/equality/equality-matters) or free hard copies ordered at [equality@neu.org.uk](mailto:equality@neu.org.uk))
- access to ‘Refugee Voices’ film clips on <http://bit.ly/refugee-voices>
- laptop with speakers – to show film clips
- whiteboard/flip chart

## Introduction – 15 minutes

- Outline the purpose of the session - 5 minutes

An opportunity, using the voices of refugee children and young people themselves, for staff to think about existing good practice in their school/setting/college and to consider strategies which could improve the experience of joining a UK school for your pupils.

There are two sections to the session which could be run consecutively or as two separate shorter (possibly staff meeting) sessions.

- **Section A – Refugee pupil welcome and induction**
- **Section B - Wider learning opportunities**

(NB: the timings are a rough guide only and you can adapt each section according to your particular school /setting/college)

## Refugee Quiz as warm up activity (optional) – 10 minutes

Quiz questions and answers can be downloaded from <http://bit.ly/refugee-voices>

## SECTION A – REFUGEE PUPIL WELCOME AND INDUCTION



### What we do well – 15 minute activity-group discussion

(Facilitator to write the questions below on the whiteboard /flipchart)

Participants may also wish to refer to the *Welcoming Refugee Children to your School Guide* when discussing the questions

1. What does our school/college/setting do well to welcome refugee children/young people?
2. What could we do better?

Ask participants to discuss each question in their groups and then to use the different coloured post-it notes to write down their thoughts and comments and place them on the relevant boards/wall etc (one for each question).



### Plenary Discussion – 10 minutes

The facilitator should draw out the key points written on each board/wall and ask members of each group to say more about the points raised in their discussions.



### Show Film Clip (4.04 mins)

**Entering the UK Education System – “A trusted pupil showed me around”** – clip available at – <http://bit.ly/refugee-voices>

Write the questions below up for participants to see before showing the film so they can consider them whilst watching-they may wish to take notes but the film is more powerful if just watched really.

- What were pupil’s first feelings?
- What suggestions do the pupils themselves make?
- Can we learn anything new about helping children and young people to settle into a new school?



### Discussion – groups -10 minutes

In groups ask participants to discuss their thoughts on the three questions after watching the film clips.

**Optional:** Provide an A4 sheet with the three questions in boxes so that the discussion points can be recorded.



### Show Film Clip (3.09 mins)

**Entering the UK Education system – “Let Your Feelings Out”** (film clip available at <http://bit.ly/refugee-voices>)

**Points to consider:** Allow 15 minutes for group discussion and notes

What do pupils say about learning English?

What works well?

What do they say about friends?

What do they suggest if there are problems?



### Ask participants to:

- think about these questions
- look at page 6 of the Welcoming Refugee Children to your School guide – ‘Make the Curriculum Accessible’ and Classroom Organisation’

They could then do one of the following activities depending on the individual school/college/setting:

- Write down (either on flip chart paper or post it’s on a board etc) 3 ways in which the practice in their school addresses these issues for refugee children or could address the issues.
- Write down one thing that the school could do this week to address one of the issues raised by the young people in the film (could be on postcards).
- Write down one thing that you could change in your classroom this week to make a difference (could be on postcards).

Ask participants to think about the practicalities and cost implications of making the changes during their discussion.



### Plenary discussion – allow 15 minutes

As individuals participants share their ideas with the group. Some discussion about the practicalities of making the changes in their school/college/setting may arise which could usefully be explored.

## SECTION B – WIDER LEARNING OPPORTUNITIES

### CREATING A REFUGEE FRIENDLY SCHOOL/COLLEGE – allow up to 45 minutes

This part of the session aims to bring together the thinking, discussion points and issues addressed by the films into a practical plan for your school/college/setting.

You may wish to group staff by roles or year groups or subject groups for this activity.



#### SHOW FILM CLIP (4.04 mins) – Being a Refugee Pupil – “Just Stay Strong” –

give out a piece of flipchart paper to each group (or they may use iPads or laptops to record their ideas)

You should give each group a different area to work on. These may be:

- induction
- curriculum support
- communication with parents
- child-centred approach
- in the classroom
- around the school (break and lunchtimes)

NB: They should be areas that the school/college/setting has identified prior to the training or which have arisen during the training.



Ask each group to think about all that they have learnt/heard/discussed during the training.

Each group should then produce a short plan of action that the school can consider, in their given area, to become more refugee friendly.

**(NB: each group could then be asked to present this to the others which could be discussed in the plenary)**

This could become the basis of a school action plan on welcoming refugees or preparation for becoming a School of Sanctuary (<https://schools.cityofsanctuary.org/resources>).

**Conclusion – 10 minutes**



Ask participants to say one thing that they are going to take away or do differently following the training.