

# School's In for Refugees

A whole school approach to supporting students of refugee background



Foundation House

The Victorian Foundation for Survivors of Torture  
www.foundationhouse.org.au

Welcoming, Readiness & Belonging

Edition 9 2011

## The First Day of School. (A SONG) ♪ ♪ ♪

The first day of school could not have been merrier;  
The teacher turned out to be a fox terrier  
Who taught us to leap and taught us to bark  
And chase little birdies all over the park.  
For the rest of our lives we still had the spark  
From the wonderful first day of school.



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The start of the school year brings with it the realisation of the hopes, dreams and aspirations of many hundreds of young people from refugee backgrounds as they commence or continue their educations in schools across Victoria. For many, walking through the school gate marks a significant achievement in their struggles against oppression and displacement and each step taken recognises and contributes to the reinstatement of a basic human right – the right to education.

The Victorian Foundation for Survivors of Torture (Foundation House) has long understood the important role that schools, teachers and

students play in the process of recovery and integration. A safe and inclusive environment provided by a school is in many ways uniquely positioned to support refugee background students and their families re-establish connections, friendships and a sense of belonging that have been absent in their lives as the consequence of war and long term displacement.

In this context, Foundation House looks forward to strengthening our partnerships with schools across Victoria in 2011 and maintaining our active participation in the biggest human rights based programs around – education.

Foundation House would like to thank Michael Leunig for his contribution to this edition of our Newsletter for schools.

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## HERE I COME... READY OR NOT!!!

Young children are generally happy and excited to be starting school, if somewhat apprehensive about the challenges and changes that lie ahead. Children from refugee backgrounds may also feel shy, nervous and overwhelmed. They may have little or no English, and very limited understanding of what 'school' in Australia is all about. It can also be a confusing time for parents/carers who may have limited educational experience. It is the role of the teacher to ensure that they enjoy their initial experiences of school, and are made to feel welcomed and appreciated, both as members of the classroom and as individuals. Children who are happy, healthy and curious, will be successful learners, and with support and encouragement will soon develop the skills necessary to cope successfully with the primary school environment.

There is a great deal of discussion around the concept of school readiness in relation to the transition of young children from the home/kindergarten environment to that of formal schooling. Some researchers in this field have suggested that labels of 'ready' and 'unready' are generally unhelpful and focus on the past, rather than the future and children's learning potential (Dockett & Perry). In reality, every prep teacher will have a group of children arrive in their classroom on the first day of the new school year, who are quite diverse in terms of their cultural and social background, knowledge and learning development, communication skills, life experiences, and level of physical, social and emotional development. **It is important for teachers to be ready, and to respect children for who they are and to recognise that, regardless of the understandings, skills and abilities that they bring to school, they have already achieved a great deal in all areas by the time they start school.**

The Department of Education and Early Childhood Development (DEECD) in Victoria recognises the importance of a successful start to school and the link to future positive school outcomes, both academically and socially. In *"Transition: A Positive Start to School Resource Kit"* the DEECD outlines the concept of 'ready schools' and acknowledges how important it is for schools and communities to be ready to respond positively to all children and families; provide a supportive as well as a challenging environment; and hold high, yet realistic expectations for all children (DEECD).

Students from a refugee background may be enrolled at the school at any time throughout the school year, and depending on their age, may have missed out on all the experiences of primary school in Australia, so it is even more important to make them feel welcome and valued, as they try and 'fit in' to an already established classroom environment. **Strategies for welcoming new students starting at any level are even more important for refugee background students, because if a student enrolls at school age 9, 10, 11, 12 etc they haven't had the experience of prep and it is sometimes assumed they already have certain 'school skills'.** They may exhibit behaviours at school such as being withdrawn, hiding, anxiety at separation from siblings/family, etc that indicate that they may need extra emotional support and care. Helping children to feel safe at school, and giving them some sense of control over their lives can assist in reducing the fear and anxiety, and feelings of helplessness that can result from previous experiences of trauma.

The Starting School Research Project in NSW (Dockett & Perry) investigated transition to school over a number of years and considered the views of Australian parents, educators and children, as to what was important to them in terms of children starting school. Interestingly, what mattered most to the children participating in the study about starting school, was knowing and understanding the school rules, and the importance of making and having friends. It is widely accepted that the ability to establish successful relationships and interact with others contributes strongly to children's wellbeing and learning at school. (Kay Margetts). The significance of children with a refugee background developing positive and supportive relationships at school cannot be underestimated. Restoring attachment and building connections is one of the four recovery goals outlined in the framework developed by Foundation House to support families with refugee backgrounds to recover from the trauma of their refugee experience, and be successful in rebuilding their lives in Australia.

**"One of the most worthwhile things we can do as educators is to form and build upon positive relationships with children, especially during critical change periods, such as when they are starting school." (Dockett & Perry)**

SO...some ideas for the mainstream teacher to assist in establishing and maintaining a healthy, happy and inclusive learning culture that welcomes and values all children in the classroom...

**O Establish** clear and explicit routines in the classroom and encourage constant reviewing/reminding (make sure all children are aware of what to do, where to go, where to get things, when to do what, who and when to ask for help, how it all works etc).

**O Set** clear expectations relating to behaviour at school both in the classroom & playground (regularly explain school rules, consequences of breaking the rules, how to avoid trouble and play safely, helping others, who to go to for help).

**O Teach** social /emotional and interpersonal skills within the curriculum (children need to learn about making friends, responding appropriately to conflict, taking turns, sharing, listening, co-operating with others, being assertive, managing own emotions, following instructions).

**O Encourage** supportive relationships within the classroom through individual nurturing & attention (children need to feel safe, gain confidence, take risks, care about others, be happy, feel looked after, be praised and acknowledged).

**O Play** cooperative classroom games to encourage a sense of belonging and strengthen positive relationships between children by utilising their wonderful sense of fun and laughter.

**O Use** picture story books to encourage discussion and reflection relating to feelings of self and others.

**O Provide** free time in the classroom to allow children a breather from structured learning activities, and help develop independence, self-reliance, resourcefulness and social skills.



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○ Give every child a responsibility within the classroom – rotate the tasks each week/fortnight/month (have monitors for tables, chairs, whiteboard, pencils, books, tubs/lockers, floor, windows, bins, lunch orders, bags, water bottles, bookshelves, cupboards, etc etc).

○ Help children to identify their strengths – everyone is good at something (eg being kind, funny, tidy, organised, generous, helpful, strong, punctual, reliable, responsible, healthy, cooperative, brave, courageous, etc etc).

○ Implement a playground buddy system for preps (give older children responsibility for being available in the playground to individual preps when in need) – young children often feel intimidated and vulnerable in the playground, due to limited teacher supervision and being outnumbered by older, bigger students.

#### References

1. Department of Education and Early Childhood Development Transition: A Positive Start to School Resource Kit
2. Kay Margetts - summary of paper presented at the EECERA 16th Annual Conference, Iceland, 2006 "Teachers should explain what they mean": What new children need to know about starting school
3. Sue Dockett & Bob Perry (University of Western Sydney, Australia) Who's Ready for What? Young Children Starting School (Contemporary Issues in early Childhood, Volume 3, Number 1, 2002)

## EVERY DAY IS TRANSITION DAY

A research document published by the Catholic Education Office Melbourne (Transition and Engagement, Roger Holdsworth, September 2010) highlights the importance of the support offered to children and young people by families and schools during transitions. The nature of this support can often determine whether students remain engaged and connected to school and ultimately have a successful educational experience. The document states that engagement and connection with school has a positive impact on academic achievements, reduces bullying, emotional distress, absenteeism, violent and disruptive behaviour and increases school retention rates.

Some key points in the document:

#### Key indicators of successful transition

- Developing friendships and improving self esteem and confidence
- Settling well into school life so there are no concerns for parents
- Showing an increasing interest in school and school work
- Experiencing curriculum continuity

#### Importance of Whole School Approach to transition

Traditional approaches to transition often include one or two events (such as a school taster or orientation day). Schools should take a broad approach to transition that includes all areas of the school reflected in the World Health Organisation's Health

#### Promoting Schools Framework.

These areas are

- School policies and practices
- Curriculum learning and teaching
- Organisation, Ethos and Environment
- Partnerships with parents and the wider community

#### The four important phases of transition

- **Preparation:** carefully planned activities, discussion and contact between settings
- **Transfer:** the time of student movement and interaction between the settings, sharing of information and activities
- **Induction:** time of arrival at the new setting and provision of orientation and welcoming activities
- **Consolidation:** transition continues with initiatives in the new setting that help the student merge into the school activities and further manage their own learning

#### Bridges of school transition

These reflect the diverse activities involved in the transition process

- **Administrative:** information exchange between settings and to students and families
- **Social and personal:** student centered activities to build relationships
- **Curriculum:** both schools share information to ensure curriculum continuity
- **Pedagogy:** both schools share information about how students learn
- **Management of learning:** students are offered opportunities to manage their learning and develop learning and reflection skills

#### Themes that must exist within the phases & bridges

- **Communication:** sharing of information with school, families, student
- **Continuity:** enabling continual learning and growth including adapting organization, curriculum and pedagogy
- **Conscious commitment:** involving students, families and teachers at a meaningful way, having a voice and being able to investigate and act on issues/initiatives

#### Working together

Effective collaboration between schools can bring about immense benefits for attainment and wellbeing of young people.

#### Resources from the document

**Transition Case studies:** eg: Supporting refugee students from a language centre, student controlled portfolios, back to school days, transition cluster, orientation day for students and teacher visits, teacher shadowing

**An audit for school action on transition:** that allows schools to reflect and prioritize action for all areas of the school.

**A reading and resource list**

**An extensive list of references**

This document can be found at: [http://www.edfac.unimelb.edu.au/swap/resources/publications/downloads/User\\_elm\\_SW\\_Research\\_Document\\_6.pdf](http://www.edfac.unimelb.edu.au/swap/resources/publications/downloads/User_elm_SW_Research_Document_6.pdf)



Welcoming activities as part of the Beaut Buddies Program...



## A WHOLE SCHOOL APPROACH TO WELCOMING, READINESS & BELONGING

### School Policies and Practices

Transition process includes a policy, a coordinator/advocate with time allowance, a committee, thorough communication & preparation with feeder school, tours, welcome handbook and translated materials.

Informative enrolment interview for all parties with appropriate use of interpreters.

A student buddy/transition program with activities prior to & after enrolment.

MEA's are employed and utilised in line with DEECD guidelines.

Teacher professional learning includes refugee background PD & ESL strategies & shadowing teachers at Language Centres.

### Partnerships with Agencies

Klassroom Kaleidoscope' Group Program with Foundation House for recently arrived refugee background students.

Communication with case workers where appropriate.

Secondary consultations to services.

Services represented on committees.

Projects with Migrant resources centres.

School Focused Youth Service.

Local Council Communication with DEECD ESL regional project officers & Transition coordinators at Feeder schools and English Language Centres.

### School Organisation, Ethos and Environment

Student centered transition activities with a focus on building social relationships. Teachers respond to Refugee background issues and ESL learning needs.

Alignment of teaching and curriculum practices with feeder schools to ensure continuity.

Staff informed & involved in transition.

Wider student body involved in new transition initiatives & acting as buddies.

Teachers adapt practices and expectations to support transitioning students.

### Curriculum, Teaching and Learning

Teachers adapt their practice to support new (refugee background) students.

Approaches to support ESL learners are imbedded in differentiated curriculum.

Curriculum is inclusive of student backgrounds.

Planning for student outcomes considers current stage of learning.

Pedagogy includes strategies to build sense of belonging and connectedness.

### Partnerships with Families

Parents and carers are involved in the transition before and during enrolment interviews.

School seeks ongoing feedback from parents about transitions, & follow up feedback meetings with schools.

New parents are linked up with buddy families and targeted for new parent/family welcome and engagement strategies where appropriate.

The School seeks to/and understands the needs of new families and responds accordingly.

The School uses a range of family participation strategies

## A WELCOMING, READINESS and BELONGING POSTER for YOUR STAFFROOM . . .

**A** is for **The Adult Migrant English Program (AMEP)** which provides English lessons free to most eligible adult migrants. For information see: <http://www.immi.gov.au/living-in-australia/help-with-english/amep/>

**B** is for **being & belonging**. A school can be a place where refugee families can feel a sense of belonging and community, this is important for full recovery and settlement in a new country.

**C** is for **"Centrelink info for new Australians"**, an audio CD resource containing factsheets & info about payments and services relevant to newly arrived refugees & migrants during settlement. 'C' is also for **communication, care & compassion** which help build relationships and trust between families and the school.

**D** is for the **Department of Education & Early Childhood Development (DEECD)** The DEECD website has many resources on ways schools can support vulnerable families. <http://www.education.vic.gov.au/>

**E** is for **Education Maintenance Allowance (EMA)**, a DEECD initiative which provides assistance to lower income families for costs associated with sending their children to school. For more info see: <http://www.education.vic.gov.au/aboutschool/lifeatschool/ema/default.htm>

**F** is for **Foundation House**. Our school support team can be contacted to discuss ideas and provide information & resources to assist your school engage parents and families from refugee backgrounds. Contact us on (03) 9388 0022.

**G** is for **Games** – see page 8 for ideas on games which can support recovery from trauma.

**H** is for **Centre runs homework clubs**. The for Multicultural Youth the Learning Beyond the Bell (LBB) homework program which can provide extra-curricular support to refugee background students in completing their studies.

**I** is for **interpreters and translations**. Within guidelines, all government schools are able to access interpreting and translating services free of charge through DEECD. Consider watching the DVD 'Talking in Tune' to skill up staff in using interpreters. Translated school notice templates are also available in up to 21 community languages on DEECD website: [www.education.vic.gov.au/](http://www.education.vic.gov.au/)

**J** is for **joy & laughter** – find ways in which your school can be an uplifting environment & a place of happiness, joy & laughter.

**K** is for **knitting, sewing & craft clubs** which is one of many ideas your school could implement to engage parents and families from refugee backgrounds.

**L** is for **Languages and Multicultural Education Resource Centre (LMERC)** which has specialist resources in multicultural education. For more information see: <http://www.education.vic.gov.au/studentlearning/programs/lmerc/>

**M** is for **Multicultural Education Aide (MEA)**. DEECD provides funding to eligible schools to employ MEAs who assist newly arrived families settle into school.

**N** is for **'Schools In' Newsletter** – check out Edition 7, available on the Foundation House website for many ideas on how to engage refugee background parents and families.

**O** is for **open & approachable**. Help refugee background parents & families know the school is able to help them navigate the education system in Australia.

**P** is for **playgroup**. Playgroups run from schools can create a space for connecting and belonging and bring parents and families directly into the school environment.

**Q** is for **qualities and strengths** – consider some of the skills parents and families may have which could be shared within the school community. For example, cooking, language skills and cultural heritage.

**R** is for **referral protocols** – having effective referral policies and knowledge of agencies & services will assist your school to support refugee young people to access settlement information, leisure activities and out of school hours learning support programs.

**S** is for **School Start Bonus** an initiative of the DEECD to provide one off school support payments for students transitioning to primary or secondary school (conditions apply). For further information see: <http://www.education.vic.gov.au/aboutschool/lifeatschool/schoolstartfaq.htm>

**T** is for **'Talks In'**, a Foundation House resource to assist in strengthening the capacity of school communities to provide a supportive and inclusive environment for families of refugee backgrounds. (Available on Foundation House website).

**U** is for **Uniforms & Shoes**. The State Schools Relief Committee can provide assistance with purchasing footwear and school uniforms. Visit: <http://www.ssr.net.au/>

**V** is for **value and respect**, important ideals to support recovery from trauma.

**W** is for **Walking School Bus**. Enlist the help of parents to organise a "Walking School Bus." See: <http://www.vichealth.vic.gov.au/wsb>

**X** is for **Xylophone**. Music is a wonderful activity to support students who have been affected by trauma, as it provides a context for expression, relaxation and fun.

**Y** is for **Young Carers Victoria**, an agency supporting young people up to 25 who are in caring roles. See: <http://www.carersvic.org.au/respite-connection/young-carers>

**Z** is for a **zone** – create a welcoming and inclusive zone at your school by applying some of these suggestions and ideas!

## School's In for Refugees Online

Join **School's In for Refugees Online** today and access information, resources, advice tips, calendar events and weekly bulletins to support students and families of refugee backgrounds. Simply follow the link below for registration instructions:

[http://www.foundationhouse.org.au/service\\_innovation\\_program/working\\_with\\_schools/schools-refugees-online.htm](http://www.foundationhouse.org.au/service_innovation_program/working_with_schools/schools-refugees-online.htm)

The first five people to join and send the online moderator an email from the SIFRO site with 'SIFRO Newsletter' in the title **WILL WIN ONE FREE DOUBLE PASS TO FORD FIESTA MOONLIGHT CINEMA**. Competition closes: 5:00pm Tuesday 1st March 2011.

For more information contact the **School's In For Refugees Online** moderator: Briele Hansen [hansenb@foundationhouse.org.au](mailto:hansenb@foundationhouse.org.au)

### TRANSITIONS FOR REFUGEE BACKGROUND STUDENTS

For many young people of refugee background the transitions forced upon them by the refugee experience have resulted in disruption and disconnection of relationships, experiences which provoke feelings of anxiety and loss of control. It is important to keep this in mind as your school is welcoming students with a refugee background, and as you are assisting them with changes and transitions throughout the year. Transitions can invoke different behavioural and emotional responses. Some of the emotional and physical reactions that you might see in a student who is experiencing difficulty in a transition might include anxiety, fearfulness, forgetfulness, not doing homework or completing tasks in class. A previously organised and competent student may become unorganised, give up or no longer want to try or take risks. Some students may present as quiet, withdrawn or shut down, these students are sometimes missed, but may be experiencing the same anxieties as the student who is acting out or disruptive. You may notice that some students are finding it difficult to form relationship with new teacher or their peers, others may try to avoid attending school or going out to the playground. These are just some of the reactions to change that you might see in a student.

As your school is thinking about supporting students through the many transitions they have to negotiate throughout the school year it would be helpful to keep the Foundation House Recovery Goals in mind.

The Recovery Goals are, to:

- Restore safety
- Enhance control
- Reduce fear and anxiety
- Restore attachment and connection to others
- Offer emotional support and care
- Restore meaning and purpose to life
- Restore dignity and value
- Reduce excessive guilt and shame.

The Recovery Goals can be framed as questions which we can apply to our processes and interactions with students.

For example;

- Will this process serve to enhance a sense of control for this student?
- How can we ensure that a student goes home after their first day of school feeling as though they have made some connection to the school, a teacher or their peers?
- What lunch time activities could we play to ease the anxiety a student might have about making friends?
- How might we involve a student in a way that they feel valued?

The following table was developed by a group of teachers at a Refugee Action Network workshop and is by no means exhaustive in identifying some of the transitions that students might be negotiating at school. As you read through it, keep the Recovery Goals in mind and you will no doubt be able to think of many other strategies which will ease the transition for refugee background students.





Type of transition	What might make this transition difficult?	Strategy to support student
Primary to secondary school	No transition program. No program at year 7 to assist with new level and styles of work. Not knowing anyone at the new school. Transport issues. Information about particular needs of student not passed on.	Transition program with feeder school This would ideally include 3 – 4 small group visits (with activities) to the new school during the prior 6 months. Organise for older/secondary students to return to primary school to run games/buddy/peer system. Link each new student with an older student. Make sure new students are aware of and understand supports that are available and where to go for help.
Kinder to Primary school	Lack of structure and routine in the classroom and playground. Information about particular needs of student not passed on.	Ensure that a Transition Program includes 3 – 4 small group visits (with activities) to the new school during the prior 3 months. Have clear and relevant information for parents on how they can support their child. Plan to run interactive games so that students can get to know each other and have fun.
Starting at a new school, mid way through term	Chaotic introduction to classroom. No one to buddy with. Teacher doesn't know name. Parents are uncertain and have limited English.	Invite the student to visit the new school (classroom) for a <i>half day</i> while still in attendance at current school. Ensure some "Buddies" are prepared to 'mentor' and connect with the new student and to show him/her around at recess time. If no longer in attendance at prior school, offer this half day visit nonetheless. Make sure teacher knows that new student is coming. A seat and locker is prepared before the student arrives. Buddy student with another student. Take parents on a tour of school with interpreter.
Classroom to playground	Forcing student out. Unsafe playground with bullying or fights. Having no one to play with. Their friend might be away.	Allow time. Give responsibility to organise a game that they can be part of eg soccer. Connection with teacher. Classroom activities that teach students how to play- reducing sense of anxiety that 'playtime' might induce. Have board games, interactive games available. Have quiet place for children to sit.
Junior to middle school (grade 2 -3) when teaching and learning changes from learning to read, to reading in order to learn.	When they are given tasks that are beyond their ability. Parents not able to assist. Punishing child instead of offering assistance.	Careful selection of what classes students are put into. Be explicit about organisational skills they will need. Use colour coded notes. Inform parents about changes and new expectations.
Changing class Changing teacher: - new teacher - CRT teacher	Teacher is not introduced properly. Different teaching/interactive style. Teacher is not informed about any needs student might have.	Building profiles of students- passing on relevant information. Spend one on one time Teacher transition- teacher visits classroom. Spend on one time. Make sure the role of teacher is explained to the student. In the case of CRT make sure students know that their teacher will return.



## CREATING A CULTURE OF WELCOMING, READINESS AND BELONGING

“It is when children feel safe enough to challenge themselves and develop trusting relationships with those around them that the real healing begins.” (Chapman, Melinda. *Healing through play: Inviting spaces to support refugee children*. Richmond, Vic. FKA Children's Services, 2005)

There are lots of activities you can do in the classroom that will support the wellbeing of all students. Games and activities are not just about having fun (although there's nothing wrong with that either!). Through participating in games we learn how to play, problem solve, take turns, negotiate, work in teams and how to communicate with different people in different circumstances. When we're having fun we can relax a bit more than we can with formal learning. This can be particularly important for students of refugee backgrounds who have the pressures of learning a new language and trying to make friends, both of which are quite tiring. Games also help to create a safe space in your classroom and school. They can enhance the mood of individuals and shift minds off a negative event or interaction (at school, home, or from the past). They can also help to create a trusting environment and build positive relationships. It is important to remember that many young people of refugee background have not had the opportunity to play and may struggle in some social situations such as the classroom or playground. Games and activities are important because they support students of refugee background to explore emotions, make connections with others, allow students to be safely challenged, to try out new roles and practice new social skills.

Simple icebreakers and team building games that have a focus on wellbeing and building connections can make an enormous contribution to creating a culture of welcoming, readiness and belonging. It is important to remember the focus of these activities must always be about supporting wellbeing – the focus must never be about trying to elicit an emotional response or to 'get' information from a student. We have put together a list of a few simple ice breakers and team building games. Some of these come from the Foundation House resources- *Rainbows* and *Kaleidoscope*, others are ones we have come across in our lives as teachers, youth and community workers, and participants in team building days. The original source for these activities is unknown. You may need to adapt some of them to suit year levels.

The following games, descriptions and activities are available on the [School's In for refugees Online \(SIFRO\)](http://www.foundationhouse.org.au/service_innovation_program/working_with_schools/schools-refugees-online.htm) site, follow the link below to join SIFRO and go to the *Curriculum, Teaching and Learning* page:

[http://www.foundationhouse.org.au/service\\_innovation\\_program/working\\_with\\_schools/schools-refugees-online.htm](http://www.foundationhouse.org.au/service_innovation_program/working_with_schools/schools-refugees-online.htm)

### The games on this list include:

1. Find Someone Who
2. Circle Name Games
3. Hand Soccer
4. High Fives
5. Tie Your Shoe
6. Marshmallow and Spaghetti Sculpture
7. Who Has Got the Button?
8. Step In
9. A Picture Tells a Thousand Words
10. Passing the Object - and Cultural Object
11. Emotions Cards
12. Ball of Wool
13. How Long is a Piece of String?
14. Continuum Game

These games allow students to be safely challenged, and to try out new roles. This may assist students in their recovery from trauma. Each activity has been linked to the Recovery Goal (from the Framework for Supporting Recovery from Trauma VFST 2007) that it supports or seeks to enhance.

To access further Foundation Houses schools resources go to: [http://www.foundationhouse.org.au/resources/publications\\_and\\_resources.htm](http://www.foundationhouse.org.au/resources/publications_and_resources.htm)

### Other activities/resources:

- St Luke's resources- <http://www.innovativeresources.org/>
- Google- 'icebreakers' or 'team building' activities you'll find many activities that can be adapted for classrooms. This is a great website: <http://wilderdom.com/games/Icebreakers.html>
- Teachers TV video: [www.teachers.tv.com](http://www.teachers.tv.com)  
"Community Cohesion- Primary School Linking in Bradford".  
This is an interesting look at how some schools worked together and bridged some gaps between some primary school students.



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## FOUNDATION HOUSE PROFESSIONAL LEARNING, SEMESTER 1, 2011

### School's In for Refugees

This is a comprehensive introductory training that is recommended as the first training from Foundation House for those working with refugee background students. This training is appropriate for those working in schools and other educational settings, at primary, secondary and post compulsory levels.

The training covers

- the refugee experience for young people including their prior education experiences
- the impact of trauma on young people's learning and wellbeing
- identifying strategies that teachers and other staff can use in the classroom that support the recovery process
- exploring a whole school approach and key areas where school's can increase support for refugee background students.

Participants will receive a copy of School's In for Refugees, a Whole School Guide to Refugee Readiness, a resource that assists schools in understanding refugee background issues and guides the implementation of a whole school approach to support. Participants will be introduced to other Foundation House resources for small group and classroom programs and activities.

### ONE DAY COURSE REGISTRATION ESSENTIAL

[www.foundationhouse.org.au/  
professional\\_development/index.htm](http://www.foundationhouse.org.au/professional_development/index.htm)

### COST

This training is free, however participants must complete the registration form and return it via fax/email/post.

### BRUNSWICK

Tuesday 3rd May  
9 – 4pm

Foundation House  
6 Gardiner Street, Brunswick



### Classroom Strategies and Resources that Support the Recovery of Refugee Background Students

This workshop showcases a range of activities from the Foundation House resources and programs (Klassroom Kaleidoscope, Healthwise, Taking Action, and Rainbow) that help promote safety, dignity, and identity for those who have refugee experiences. These activities also help build connections between new arrivals and the wider student body in the classroom context.

Prerequisite: 'School's In for Refugees'

Cost: The training is free, however participants must complete the registration form and return it via fax/email/post.

**3 Hr SESSION  
REGISTRATION  
ESSENTIAL**

[www.foundationhouse.org.au/  
professional\\_development/index.htm](http://www.foundationhouse.org.au/professional_development/index.htm)

#### BRUNSWICK

Tuesday 24th May  
4pm – 7pm

Foundation House  
6 Gardiner Street, Brunswick

### Supporting the Individual: Refugee Background Students

This workshop is delivered by a Foundation House counsellor. It builds on the understanding of the impact of trauma on learning and wellbeing to explore case studies and develop strategies for supporting the individual in the school setting.

Prerequisite: 'School's In for Refugees'

Cost: The training is free, however participants must complete the registration form and return it via fax/email/post.

**3 Hr SESSION  
REGISTRATION  
ESSENTIAL**

[www.foundationhouse.org.au/  
professional\\_development/index.htm](http://www.foundationhouse.org.au/professional_development/index.htm)

#### BRUNSWICK

Tuesday 17th May  
4pm – 7pm

Foundation House  
6 Gardiner Street, Brunswick



Department of Education and  
Early Childhood Development

## Register early to secure your place.

For registration enquiries phone Georgia Phillips (03) 9389 8914 or email [pdregistrations@foundationhouse.org.au](mailto:pdregistrations@foundationhouse.org.au)

### Foundation House Resources

Foundation House resources are available for free on the Foundation House web site:

[http://www.foundationhouse.org.au/resources/publications\\_and\\_resources.htm](http://www.foundationhouse.org.au/resources/publications_and_resources.htm)

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