

OSD DEVELOPMENT PROGRAMME

Build knowledge and understanding of the challenges faced by newly arrived families

The OSD teacher development framework will enable teachers, either individually or collectively, to better support refugee or recently arrived children by helping them to develop more effective strategies for working with parents, carers and families.

Schools and local communities

The Open School Doors (OSD) development programme is designed to support schools (leaders, teachers and support staff) to build knowledge and understanding of the challenges faced by newly arrived families and develop new ways of working that help bridge the divide between schools and local communities and impact positively on the lives of young people and their families.

OSD development programme

The programme is in two parts. Part One, Thinking & Exploring and part two, Taking Action (to be added later).

Part One is a reflective space that allows you to:

- Hear from newly arrived parents sharing their experiences of EU education systems and their perspectives on what enables and frustrates their attempts to work effectively with schools to support their children's learning and development;
- Explore the research evidence base and investigate the legal frameworks that impact on newly arrived families in EU countries;
- Engage with the 'think piece' on parental engagement and begin to evaluate your local context;
- Identify where to go for up to date information about resources and support networks in their locality;
- Be inspired by case studies from teachers and schools trying out new ideas and initiatives across the EU;
- Network and exchange ideas and resources with like-minded colleagues across the EU;

You can engage with the part one resources in any way that best suits your needs and priorities using the 'What am I interested in' tab as a pathway to a deeper investigation of specific topics. You can then use the OSD review tool to pause and reflect on your learning and make decisions about 'taking action'.



• **Workshops** in Germany and Greece

PAGE 02

• **Workshops** in UK and Austria

PAGE 03

• **Workshops** organised by EPA

PAGE 04



Workshops

Germany

The first workshop was successfully held on **22.08.2018 in Germany at the Marie-Elise-Kayser School in Erfurt, Thuringia**. 23 teachers took part in the training on strengthening cooperation between teachers and parents with migration background on the Open School Doors project. The trainer team was composed of Prof. Dr. Köhler (TU Dresden), Ms. Brigitte Haider (International Parents Association), Ms. Evelin Becker (TEDCO GmbH), Ms. Homid and Ms. Sperling (TU Dresden). The expertise of Ms. Haider and Ms. Becker contributed to the success of the training and made many discoveries among the teachers.



In the second part of the training was discussed about jointly events which have already been implemented in the school and which can be extended in the future. One important finding during this training phase was the following: The best time to start cooperation between parents with migration background and teachers is at the „Day of the Open House“. Here, the children and youth visit the school together with their parents to find out about the educational offers. If this already results in open-hearted and friendly interaction, this can significantly influence the future cooperation. To support the welcome stage for the parents at the school, the teachers would like to invite interpreters to the open

house in the future so that language barriers can be reduced.

The workshop was very lively and varied. The previous experience of the teachers enriched the work in the training phases, so that many very good results could be presented. The trainees then commented that they wanted more practical tips to try out at school. The coaches were able to provide a positive outlook on these wishes by inviting the participants to Dresden for the second workshop. In January 2019 concrete practical examples will be passed on to the participants in further workshops.

In a short introduction, Prof. Dr. Köhler presented the key findings from the first phase of the project. Subsequently, Ms. Haider continued the training with practical exercises. Here, the content from the online training program has been integrated. The aspect of welcome culture was discussed in detail. The teachers worked in small groups and produced posters about language, information, rooms, external support, information/ training. You can see the results in the following pictures.

Greece

The 1st OSD Training Workshop in Greece took place on **June, 1st of 2018 at CTI premises in Athens**. Nine teachers from intercultural schools and NGOs joined the workshop. It was a very constructive seminar and participants were very satisfied at the end of it. The majority of participants has participated in the focus group on February and was aware of the project.

The first part of the workshop was a brief description of the project and presentation of the results of literature review and focus groups across Europe. Mrs Evangelia

Boufardea, from CTI “Diophantus”, introduced participants in the OSD philosophy and aims presenting the project and the recommendations for the schools/school leaders/teachers according to user needs’ analysis report. Afterwards, Mrs Anna Zoakou, from Ellinogermaniki Agogi, presented the online Open School Doors Training Programme. She explained the content of each section and how could they could go through it; the main idea was to provide an overview of the training materials, in a brief but yet quite detailed manner, with the view to familiarizing participants with its rationale and didactic potential.



The next step was to engage participants to make an artifact which represented how they perceive the parental engagement with newly arrived people in their school. The participants desired to be in one team and cooperated and made a really interesting construction. They presented their artifact and the idea was very intriguing and inspiring despite the simplicity of the construction.

The second part of the workshop was totally hands on and for this reason very interesting for the participants. Mrs Alike Giannakopoulou, from Ellinogermaniki Agogi, involved participants in a series of activities in order to show them, that there are several ways to approach people who do not speak the same language with you. Two activities

took place a) Puzzle and b) Multisensory experience. Both activities intrigued participants and they felt excited.

Participants' feedback was very positive for the workshop and they are looking forward more inspiring activities from us for applying them in the next school year in their school.

UK

Two pilot workshops ran at **Birmingham City University** to launch Phase 1 of the Open School Doors training framework **on 20th and 27th June 2018**. Teachers and school leaders from six of pilot schools attended as well as some of student trainee teachers from Birmingham City University and a representative from Birmingham Schools of Sanctuary.



The workshops were very productive with lots of discussion generated and constructive feedback given on the online framework. In both workshops groups piloted the 'Mapping Literacies' activity in which they presented all of the methods of communication currently used in their schools with parents and discussed areas to prioritise for development. Ideas included developing translation tools on the school websites, increasing use of visual images on social media, and developing opportunities for parents to share their opinions in school communication strategies.

Austria

The workshop took place on **23. of May in Hall in Tirol, Austria**. The workshop has been led by Brigitte Haider, Head of EPA in Austria and Laura Rauscher, National coordinator of OSD in Austria. 14 participants have been present, from which one teacher was representing BildungOnline: 7 teachers, 3 parents and 4 business representatives

We started with an interactive ice-breaker so that the participants could learn more about each other than the name and the profession. Regarding the aim of the workshop and the OSD project we wanted to challenge them by some provocative statements to get to know something about their attitudes, experience and preconceptions related to parents, migrants, child's rights etc.

After a short introduction about the necessity of the involvement of parents and students in daily school life (legal and research basics and social context) the main features of the OSD project were outlined and the project website has been presented. The first version of the Training Framework was presented by showing the training framework Moodle course

<http://xoodle.bcu.ac.uk/course/view.php?id=407> and the webpage

<http://opendoors.daveharte.com/courses/osd-english/?tab=tab-curriculum>.

We got started by showing the first video from the section "Getting started" where parents talked about their problems. After hearing from the parents, we asked the participants to tell us what resonates for them and why is working with newly arrived parents important for them and their school.

We followed with the question: "Parental engagement: what is it and

why does it matter to me?" after watching the video from the Birmingham University. We asked the participants to produce an artefact that explores the challenges of parental engagement with newly arrived families.

Then the participants were invited to work with the method of the so-called "problem tree" to find possible causes and effects why some parents never come to school. We offered them also some "homework" to think about a "solution tree" to find possible arguments, tools and activities to reduce this problem.

Another activity was to find out what supports and what hinders successful communication in daily school life among the various stakeholders by the so-called "climate conference" (© Bertelsmann Stiftung). This task should raise the awareness that good communication is a sine-qua-non for a healthy school climate and fundamental precondition in the development of excellent school quality.

First the participants were invited to draw a weather chart with sunshine, clouds, heavy storms, lightning and thunder, rain, snow and heat waves in relation to their actual "school climate". In a second round they were invited to act as "weather makers" to think about means and activities to improve the situation.

Another activity should raise the awareness about the involvement of ALL stakeholders in the school. With the concept of the so-called "ladder of participation", initially developed by Sherry Arnstein 1969, the participants were invited to think about any project in their school and to visualise the rank of involvement (= rung of the ladder) of the various stakeholders in the course of the development of this project from

the first idea, the planning, the organisation and implementation up to the evaluation and a potential follow-up.

This part was followed by a short overview of examples of good practice of the E-STEP project and the presentation of the results of a workshop on the OSD project at the EPA conference in Milan on April 29, 2018: Needs for teacher training especially for dealing with migrants and hard-to-reach parents from the parents' perspective. The E-STEP project was the predecessor project of OSD, which aimed a stronger collaboration between parents and teachers and a better involvement of the parents in school activities. Some of the workshop participants (teachers) have been also involved in the E-STEP project and therefore was important to present the results of this project to the participants and, in this way, to encourage them to also participate to the OSD project.

EPA

Three workshops on the OSD training were organized at different places in Europe. At the beginning of each workshop there was a short recap of the main objectives of the project, the aims of the training framework, the outcomes of the good practice and literature review, and had special focus on the role of EPA in the project.

At the end everybody was asked to click through the online training and individually check the training material. Then the hands-on activities were carried out by the group together

Workshop in Budapest, Hungary on 27 June 2018

This workshop had a special focus as participants have a different experience from previous ones. While previous EPA workshops focused on receiving countries' experiences, Hungary is a major sending country and parents have experience with teachers trying or not trying to engage them as newly arrived migrants.

The presentation of the online training was done while everybody was using their own personal computers and followed the training online. Before starting to look into details a short guided tour was conducted to ensure everybody feels comfortable using the online course.

Workshop in Noordwijk, the Netherlands on 14 June 2018

The presentation of the online training was done while everybody was using their own personal computers and followed the training online. Before starting to look into details a short guided tour was conducted to ensure everybody feels comfortable using the online course.

Participants looked into the training also having the outcomes of the previous EPA workshop available for them to reflect on organised parents' needs.

Workshop at the EPA conference in Milan on April 29, 2018

As the online training was not yet available, there was an offline

presentation of the planned training topics and methodology. The presentation was based on the ppt prepared by BCU (March 21st Outline of programme <https://3.basecamp.com/3630901/buckets/5472544/uploads/990330459>)

The presentation was followed by a discussion based on the experiences of participants coming from diverse countries. Their experiences differ based on

- coming from countries with different experiences with migration (immigration a new phenomenon in some countries, emigration countries, countries with a long history of migration)
- different school cultures (Eastern Europe, Northern Europe, Anglo-Saxon, etc.)
- country size and majority language (some struggling with having a small language as language of instruction, some offering schooling in an 'attractive' language)

The outcomes of the workshop are summarised in the bullet points on the next page.

The discussion was concluded by checking the wish list against the planned training framework. The least covered area is the role of school and parents in ensuring the right to mother tongue, all other topics are possible to cover through the planned framework.

