

OSD INSPIRING PRACTICE

Taking Action ...

... in OSD is based on a participatory action research approach. Teachers and school directors will choose a priority or priorities that they would like to carry out in their school to encourage an inclusive, equitable and welcoming environment for newly arrived migrant families. OSD hope that this will become an ethos of the culture of all schools and that all of the schools that take part in the OSD project will become an inspiring practice for other schools.

Aims of OSD materials

Open School Doors materials aim to:

- Help to explore issues related to parental engagement with newly arrived families in greater depth
- Summarise good practice signalled in the research literature
- Inspire with case studies from schools and teachers across the OSD partnership who are grappling with similar issues

- Helps to focus on the change you want to make in your school so that you can make a difference

What we might also like to think about

How school's personal and professional identities impact on the way newly arrived parents perceive them and how this might impact on how they interact with them.

- How might your social and cultural inheritance (including social markers – gender, ethnicity, class) impact on a) the way you see the world and your role as a teacher b) how others see you?
- How might your educational journey compare and contrast with that of other colleagues, with parents or with other members of the community.
- How might points of similarity or difference impact on the way you are perceived by other members of the community?
- What research do you need to do to help you understand difference of viewpoint or position?
- What different perspectives on Education and Education systems might you and community members bring to your experience of schooling?

- How might your role as an 'authority figure' impact on the way members of the community see you? What barriers might this create?
- What might you need to do to help break down barriers and develop an 'outreach approach' to your practice as a teacher?
- What professional boundary crossing might you have to do to support this work?

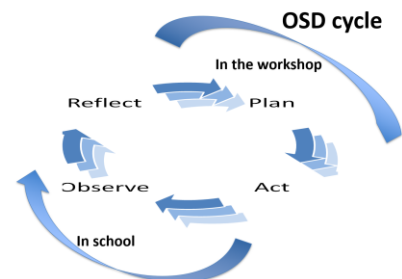
Take Action ...

What research/actions do YOU need to do/undertake to help you understand what your community/newly arrived parents need/want from your school?

If you could prioritise changing one thing in school what would it be?

... it's up to you!

Use the Action Planning Template to plan your participatory action research project/intervention



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Workshops of 2nd phase

Germany

In the two training workshops held at TU Dresden the project group around Prof. Dr. Thomas Köhler, Kurshedai Homid and Lisa Sperling invited a group of students who study “German as a Second Language” in order to become teaching professionals. In addition, we were also allowed to welcome their lecturer as a participant as well as teachers from 5 different schools and staff of the Saxon Education Ministry.

After a short introduction where the project was presented, the trainers referred about their experiences of intercultural nature and presented some empirical data. The results of the presentation show the acute need for action and the timeliness of the OSD project. There was a very lively discussion in which many options for the integration of parents with a migration background were proposed. A special proposal was the “Festival of Cultures”, which is already celebrated at two schools at regular intervals. For this purpose, several stalls will be set up to introduce the cultures of children and young people with a migrant background. Here, the trainers gave the hint that the concept can also be extended. In support of the trainers it was referred to the so-called third places in education, i.e. in addition professional staff rooms could also be provided for events, in case there is no other space in the school.



The last activity was carried out with the Lego Serious play. The material was used to create life-like situations. Participants were confronted with the task to present a situation known to them, in which the roles of teachers, parents and children with a migration background were represented.



Greece

Open School Doors: 3rd Implementation workshop, 9th of November 2018, CTI premises, Athens.

OSD 3rd implementation workshop had a twofold aim:

- On the one hand present the training framework of the project at its current status, highlighting the importance of the 1st, reflective phase, so as to map the needs of the learning

environment and of the educator’s preconceptions and attitude and decide on the process, milestones and adaptations of framework implementation.

- On the other elaborate on the activities each educator wishes to implement, realize the spectrum of those available in the framework and adapt those already used, so as to meet the needs of migrant/ refugee parents.

To this end participants of several schools and NGOs targeting migrants and refugees were invited to a 4 hours workshop; some of them were newcomers, some others had participated in focus group workshop and some others to the 1st implementation phase workshop.

In parallel with OSD training framework the basic outline and certain activities of two thematically close projects were presented; PISEA project (www.pisea.ea) aiming at strengthening educators’ intercultural competences and TEC project (www.enquiring-project.eu) focusing on the support of teachers and students, when engaging in difficult ethical conversations about identity, religions and beliefs, democratic values, diversity, in order to establish a firm foundation for inclusive and tolerant schools and classrooms.



Participants' feedback was very positive, they found both the reflective and the hands on activities' part well designed and fit for purpose and expressed their intention to follow up with their schools within the next weeks.

Under this perspective it was handed to them, and then sent with all power point presentations, the simplified version of their school's action plan, which were asked to fill in and update accordingly.

Within the next weeks an activity template will be circulated asking to record the activities they have implemented at school, with the view to assigning to migrant / refugee parents a more meaningful and active role in school life and at the same time assessing the training framework impact per se at a long term basis.



UK

Birmingham City University followed the same structure and timings across each of the 4 workshops organised in the UK.

The workshops began with introductions from the trainers and from each of the participants, including their particular interest or experience in working with newly arrived families. This was followed with an overview of the Open School Doors (OSD) project, including the project aims, data collection phases, literature review findings, and in

turn how all of these aspects had influenced the thinking behind the online training framework. Participants were provided with laptops and were asked to access the framework and we then spent time guiding them through each of the sections, allowing time for them to make comments and feedback throughout this process. Some of the participants were completely new to the project, whilst some had been to other events and were therefore already quite familiar with the framework.

The workshops were then split into 3 distinct sections: 'reflect'; 'explore'; and 'prioritise and create'.

1. Reflect

The statement 'schools are not neutral spaces' was presented and we then elicited group feedback and connected this to the PowerPoint slides 'ideas that frame schooling', including: the spectrum of parental involvement to parental engagement; geo-political environment; and cultural attitudes and values. Participants reflected and shared where they felt they were up to both individually and as a whole school on these aspects.

2. Explore

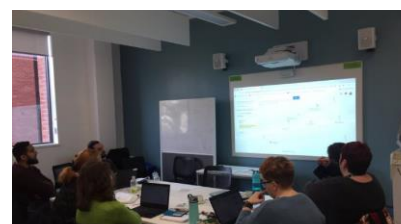
This was followed by the 'dos' and don'ts' sorting activity which participants did in school groups. The Dos and Don'ts were based on information gathered from the literature review recommendations. Once participants had distinguished between the 2 columns they discussed what they were already doing in their schools and aspects they would like to work on further; the latter of which would form part of their intervention.

Time was then spent guiding participants step-by-step through the digital map making activity with examples of how they could be used

in diverse ways with newly arrived families. Each participant was then given time to work individually or in their school groups to start making a map.

3. Prioritise and create

Following the map activity participants shared the maps they had been working on. We then discussed ideas for using the map as one of their interventions. We explained how the map could be added to their school website, social media feed or given out as paper copies to families. We also encouraged schools to choose a further intervention. This could be based on one of the actions they had chosen from the 'dos/don'ts' activity and/or from one of the 3 themes on the framework: spaces/places; communities/cultures; and literacies/digital literacies. They were again asked to work in their school groups to discuss appropriate interventions and given time to produce a PowerPoint presentation which they could then take away and share with their colleagues at their school.



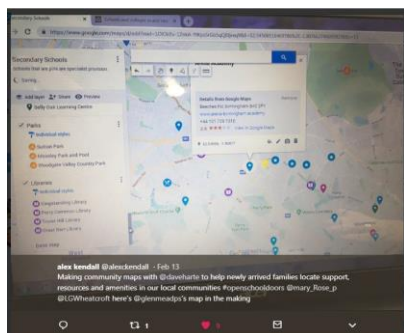
Following this, we went through the Participatory Action Research Cycle with them and guided them as to how they could apply this in school whilst implementing their intervention. This included a discussion as to what research / actions they would need to undertake to help them understand what their community/newly arrived parents need/want from their school. Moreover, they were given time to discuss the important question of 'if you could prioritise

changing one thing in your school what would it be?’

Afterwards, focus turned to social media and its use in their school community. We watched a video from the framework ‘creating community spaces with social media’ which was followed by reflections about how such aspects, were already, or could in the future, be applied to their school context. Finally, schools worked on the ‘action planning template’ to plan their overall approach to the participatory action research.

Teachers said that they found the materials to be visually stimulating and engaging and they liked the fact there were aspects which they could do for short bursts, such as the ‘15 minute fix’.

Many participants were very positive and were keen to take the framework back into their schools to share it with their school colleagues. One primary school suggested incorporating more visual resources to share information with parents. Some also mentioned that they would like some regular contact along the way to support them with their interventions.



Austria

The workshop took place on 29th of November in Vienna, Austria. The workshop has been led by Brigitte Haider, representing IPA in Austria and Laura Rauscher and Christian

Reimers, National coordinators of OSD in Austria. 24 participants from 13 schools (one head of the school, one school inspector and 22 teachers) have been present.

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 actual version of the Training Framework was presented by showing the training framework webpage. The content of each section and how teachers could use it has been explained.



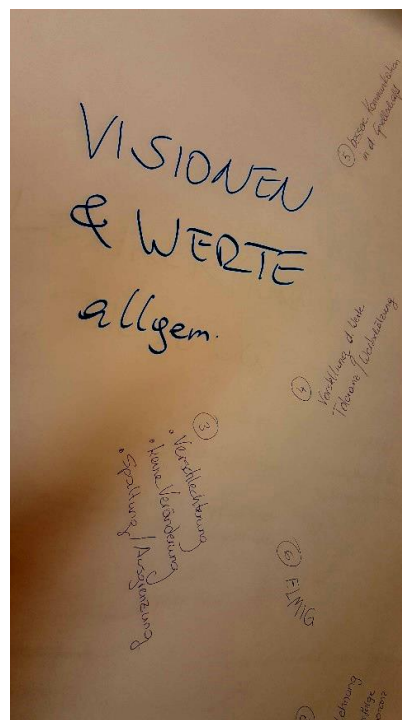
Within an interactive ice-breaker we wanted to challenge the participants by some provocative statements to get to know something about their attitudes, experience and preconceptions related to parents, migrants, child’s rights etc. In the next part of the workshop we used flipcharts for brainstorming and word cloud about: activities, social environment, education, school community, visions and values, teacher trainings, spaces, language (including digital), information and training.

An interesting discussion started when the participants were asked for their experience with social media in this context. Most of them were well informed that official WhatsApp groups linking teachers, parents and pupils are forbidden by the Austrian ministry of education. But a few teachers have some experience with other tools, e.g. “Schoolfox” – a communication App

specially designed for schools. The remarkable fact was that teachers gained this experience as parents using this App in the communication with the school of their own kids, but nobody uses this App as teacher in the school.

Then the participants discussed the part of the OSD curriculum “Establishing visions and values” referring to their local situation by the means of the world café method.

This part was followed by a short overview of examples of inspiring practices.



Please stay tuned

OSD Final Conference

October 2019, Athens, Greece

OSD Website

openschooldoors.westgate.gr/

OSD Training Framework

opendoors.daveharte.com/