

Implementing In-Service Teacher Training (**INSETT**): Lessons learned across three different school contexts

Refugeeswellschool.org



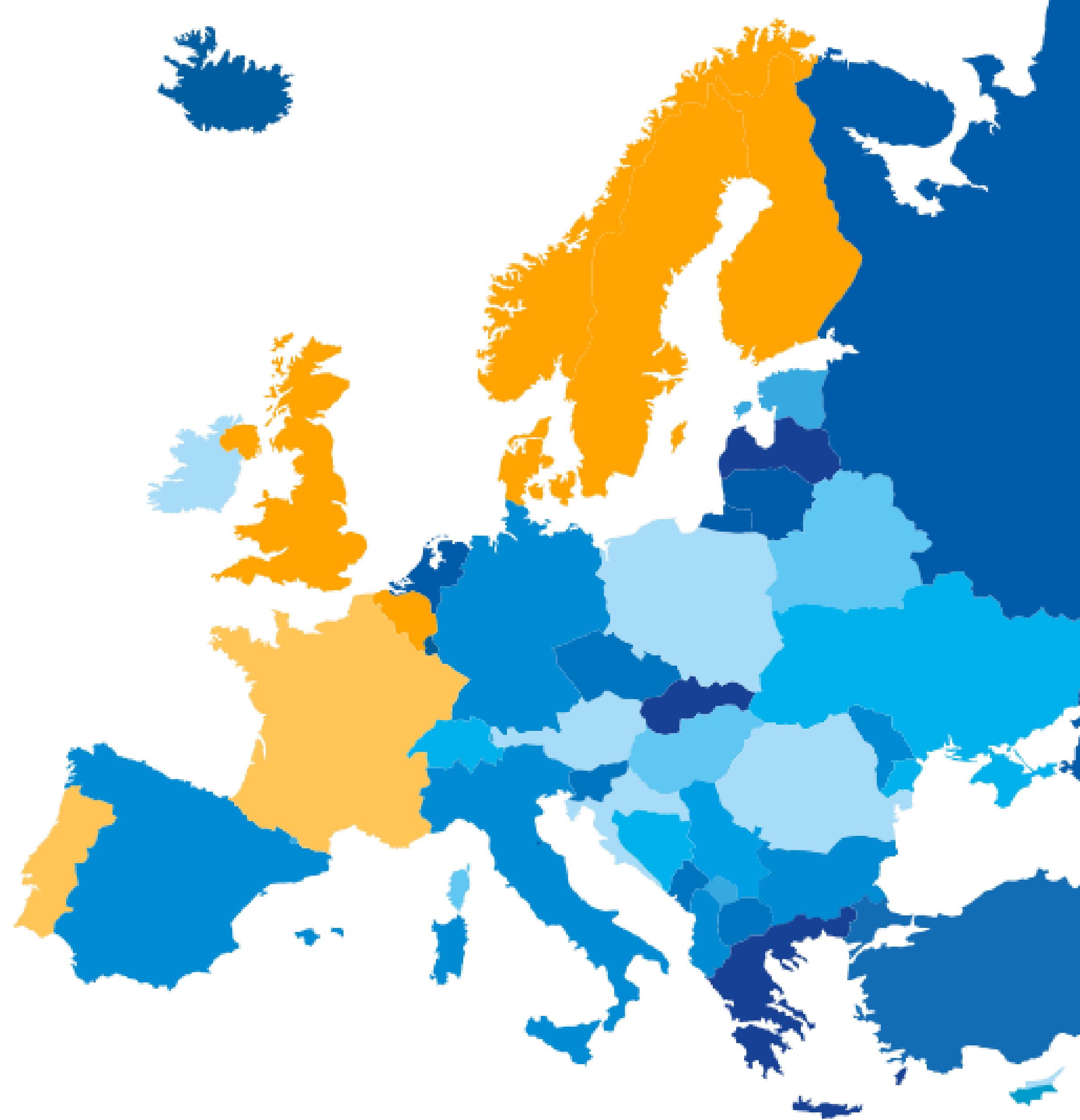
Implementation settings

Norway

- ✓ Upper secondary schools
- ✓ Teachers in introduction classes for newcomer minority language students

Sweden & Finland

- ✓ Lower secondary school + introduction classes
- ✓ Offered to all teachers and other staff
- ✓ In a whole-school approach
- ✓ In conjunction with Teaching Recovery Techniques programme (TRT)



Organization & preparation

Adapting to country context

- Language translation
 - ✓ Lecture presentations, manuscript
 - ✓ Online course module
 - ✓ INSETT manual (working paper), available in English only
- Adaptations of contents
 - ✓ Course library of additional reading material and resources
 - ✓ Deciding on seminar format and case contents

Country-specific versions of INSETT available:

- ✓ Finland
- ✓ Norway
- ✓ Sweden

Languages available, online course module (Augeo Foundation):

- ✓ Dutch
- ✓ German
- ✓ Finnish
- ✓ Norwegian
- ✓ Swedish



Organization & preparation, cont.

Self-administered or collaboration with local experts?

- INSETT package includes manual with lecture presentations
- Lecture presentations suited as key contents markers for local lecturers
- If limited possibility of collaboration with local experts?
 - ✓ Topics can be examined through group discussion and exchange, with resources from course library

Seminar topics covered by available slide presentations

- ✓ *The need for a refugee-competent school* (slides and manuscript in manual)
- ✓ *Trauma impact on learning and creating stability* (slides available)
- ✓ *Cultural competence – Theory and cases* (slides available).

Seminar topics in manual where discussion and exchange may replace lectures (lecture presentations not available):

- ✓ *School belonging*
- ✓ *Inclusion and inclusive education*



Organization & preparation, cont.

Preparing participants

- One school or several? Intro-class teachers or all?
- Possibility of accreditation for formal credits?
- Needs assessment and ownership: who are recruited, who enroll, and why?
- Address teachers' possible issues of concern during recruitment, when giving information about the INSETT program

Examples of issues of concern among teachers participating in INSETT in the RefugeesWellSchool project:

- ✓ Time use and compensation
- ✓ Relevance for non-refugee newcomer students
- ✓ The balance between theory and concrete classroom skills and practices
- ✓ The balance between psychological and social frames of understanding
- ✓ The border between the professional role of teachers and other professions/staff
- ✓ The balance between focus on problems and recognition of student resilience, resourcefulness



Organization & preparation, cont.

Seminars, format

- Collaboration with local experts (academia, immigrant minority representatives/ organizations)
- Physical seminars? Or online webinars?
 - ✓ The covid-pandemic has increased teachers' familiarity with online modes of interaction, and ours.
 - ✓ Yet, some aspects of exchange and group discussions are difficult to replace in virtual seminar space
 - ✓ The decision relates to the profile of the particular implementation: Are participants from one school or several? How many does one wish to reach? At what cost?



Other implementation issues

Practical tasks in implementing INSETT

- Seminar organization and management (venue, travel arrangements, etc.)
- Managing the online course module
 - ✓ Collaboration with module host: Augeo Foundation
 - ✓ Invite and administer students (participating teachers) in clusters
 - ✓ Communicating with participants
- Technical requirements for online course module: Each participating teacher must have access to
 - ✓ PC (no tablet version available)
 - ✓ With Internet connection and standard software



Other implementation issues, cont.

Participant pace in individually completing the online course module

- Variation in the RefugeesWellSchool project:
 - ✓ Finland: Online course module would need more guidance; Individual learning in free-time did not work as well as planned
 - ✓ Norway: Participants thought contents was intro-level, basic; most moved quickly through just ahead of seminar 2
- Sweden, Finland: Participants benefitted from discussions in local study groups with participating colleagues at same school



Lessons learned: formats, contents & emphases

- – *Too theoretical, need even more focus on classroom practices!* – *Too basic, need more theory!*
- Some teachers disliked the “true/false” pedagogical style online module
- The Dutch case material in the online course : – *Different, and therefore limited relevance.*
– *Different, and therefore stimulating discussion and reflection.*
- Teachers wished even more group meetings and longer discussions to be included in the program
- Teachers wanted to share experiences and ‘best pedagogical practices’ in working with refugee and migrant adolescents
- The second INSETT seminar planned around topics that teachers suggested.
Examples from our implementation in RefugeeWellSchool:
 - ✓ * Home and school communication
 - ✓ * Tools to manage aggression and behavioral problems in class
 - ✓ * Teacher role, and “work-flow vs. burnout”
 - ✓ * Preliminary findings from the RefugeesWellSchool-study



Lessons learned: ownership, scale & targeting

- Sufficient time needs to be devoted to the group discussions, online seminar + full-day seminars
- Teachers thought time constraints limited use of additional literature and resources in course library
- Interest, priority and engagement from school leadership
 - ✓ INSETT should be promoted by school directors/principals to reach the *whole* school – this will engage staff participating in it
 - ✓ Newcomer in school as a topic poorly integrated in school & educational priorities
 - ✓ The school should “own” the intervention, not merely consider it as a part of a research project
- The program should be considered relevant for all teachers, not only those working with refugee and migrant children



Questions & Answers



Thank you!

A European Horizon2020 Research project

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