

THE REFUGEESWELLSCHOOL - INTERVENTION

# IN-SERVICE TEACHER TRAINING (INSETT) – AN INTRODUCTION

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# REFUGEESWELLSCHOOL (RWS): THE INSETT INTERVENTION

In this workshop session we will present and discuss two RWS interventions, i.e. In-service Teacher Training (INSETT) and Teaching Recovery Techniques (TRT).

First there will be an introduction to the two interventions, the next session will be about implementing them. I will start off with an introduction of INSETT.

## Outline of the Introduction to the INSETT intervention:

1. Introduction; 2. Background; 3. Aims; 4. Content; 5 Concluding Remarks

The INSETT intervention, an in-service teacher training programme, which was developed by me, Lutine de Wal Pastoor (Research Professor at NKVTS until October 2019\*), has been implemented in Norway, Finland and Sweden.

\* After my retirement from NKVTS, I have been an Associate Researcher at the Danish Centre for Migration, Ethnicity and Health at the University of Copenhagen (2019-2021) to be able to continue my work in the Nordic research project Coming of Age in Exile (CAGE) - Health and socio-economic inequalities in young refugees in the Nordic welfare societies.

# INSETT - BACKGROUND

Over the past decade, the increasing number of newly arrived migrant and refugee young people in Europe has turned their education into a central issue. With the many young refugees coming from Ukraine now, this sadly makes it a pressing issue again: How can schools best attend to refugee students' various – educational as well as psychosocial – needs?

International research emphasises the important role played by teachers and schools in promoting the mental health and well-being of newcomer students as well as their inclusion into the new school environment (Kia-Keating & Ellis, 2007; Pastoor, 2015; Peltonen et al., 2012; Tyrer & Fazel, 2014).

However, research also highlights the need among teachers and other school staff for more competence concerning the psychosocial challenges encountered by newly arrived migrant students in general, and refugee young people in particular (e.g. Brenner & Kia-Keating, 2016; Pastoor, 2015).

Hence, INSETT aims at increasing teachers' competence and skills in supporting newcomer refugee and migrant students' mental and psychosocial well-being as well as promoting their inclusion and belonging in school (Pastoor, 2019).

# YOUNG REFUGEES' VULNERABLE SCHOOLING SITUATION

Recently (re)settled refugee/migrant students meet educational and psychosocial challenges that make their schooling situation more vulnerable than migrant students who were born and grew up in the country – due to:

- Short residence in the host country
- Incomplete and/or interrupted formal education
- Being in exile – with or without parents/family/established social networks
- Traumatic experiences from before and during the flight as well as exile-related stress, may impact their mental health: e.g. anxiety, concentration difficulties and depression - affecting everyday life, including school life...and school outcomes.

These risk factors may result in educational as well as psychosocial problems in school, and may ultimately lead to school dropout.

- **Schools need to be aware of the particular needs of refugee students and develop the required competence and skills to become inclusive and refugee competent schools.** This requires continual professional development as well as the allocation of educational and financial resources.

# IN-SERVICE TEACHER TRAINING (INSETT) - AIMS

INSETT aims to strengthen teachers' competence and self-efficacy in three areas:

- Promoting refugee/migrant students' mental health and psychosocial wellbeing;
- Supporting positive interethnic relationships and strengthening newcomer students' inclusion and belonging;
- Fostering supportive interrelationships with parents and caregivers as well as with other school staff (cf. a whole-school approach)

In other words, INSETT seeks to make teachers and schools (more) diversity and refugee competent (Pastoor, 2015).

The INSETT intervention wants to achieve this by combining lectures, group work and exchange of participants' experiences and reflections in two joint seminars with an individually completed online training course (incl. a 'library' with additional reading suggestions).

# INSETT – DIRECT AND INDIRECT TARGET GROUPS

## **Direct target groups:**

Teachers, counsellors and other school staff in introductory/support classes in lower and upper secondary schools.

## **Indirect target groups:**

Newly arrived/resettled students from migrant and refugee backgrounds as well as their caregivers/parents (enhancing parent-school collaboration).

INSETT's primary student focus has been newly arrived students in separate classes or groups. However, the intervention can be implemented in mainstream classes with newcomers too.

However, the INSETT intervention can be used for a wider audience than just refugee and migrant children. Creating a good psychosocial school environment with an ethos of inclusion benefits **all** pupils.

**Age group:** Adolescents (14-21 years).

# CONTENT INSETT: TWO SEMINARS & AUGEO ONLINE

INSETT consists of three interrelated course modules, i.e. two collective learning modules and one individual module in between (i.e., a 'sandwich design'):

1. A joint introductory seminar (whole-day physical seminar)
2. Augeo's online course as an individual learning module
3. A final 'follow-up' seminar (whole-day physical seminar)

The INSETT intervention runs over a period of 10-12 weeks.

As a thematic framework for the intervention, INSETT uses the online teacher training course developed by the Augeo Foundation in the Netherlands: "Providing psychosocial support to refugee young people", which consists of 8 'lectures' online that can be followed flexibly and separately. Each lecture deals with a special theme. The Augeo course contains 4-5 hours of study material. However, the supplementary reading list may involve additional reading time.

# INSETT MODULE 1: INTRODUCTORY SEMINAR

## A joint introductory seminar starts off the intervention – Aims:

- To **inform and motivate** the participants concerning their participation in INSETT: explaining its goals, content and methods (including practical and technical information about the Augeo online course)
- To **discuss key concepts** (e.g. migrants, refugees, resettlement), and the national migration and education context of the intervention.
- To **tell how the refugee/migration experience** may have an impact on students' school functioning when resettling in a new country by means of the lecture "Young refugees' psychosocial challenges upon resettlement: the need for a refugee-competent school (see the attached full manuscript in the manual). **The decisive role of schools and teachers!**
- If time allows, optional topics may be addressed here, otherwise in the follow-up seminar: *cultural awareness and dealing with stress and trauma/PTSD* (see additional PowerPoints).
- To promote **a sense of community and belonging** among the participants by sharing experiences, discussing needs and expectations concerning the intervention.



# INSETT MODULE 2: AUGEO'S ONLINE COURSE

## The 8 thematic areas of the online Augeo course:

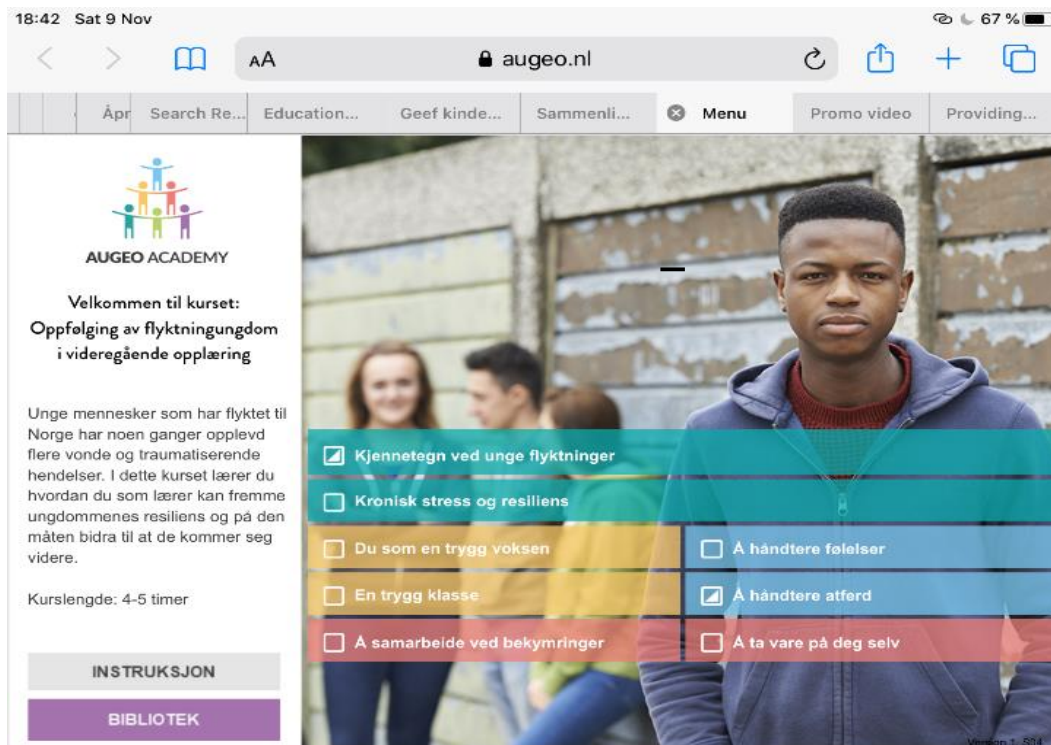
1. Characteristics of refugee young people
2. Chronic stress and resilience
3. Creating a sense of safety
4. Positive and supportive relationships
5. Managing students' emotions
6. Managing students' behaviour
7. Involving parents/caregivers
8. Taking care of your students and yourself/the teacher



AUGEO FOUNDATION

The Augeo course content has been adapted to the national educational context and is translated into the national languages of the participating countries in the INSETT/RWS project: Finnish, Norwegian and Swedish.


# AUGEO COURSE MENU: 8 THEMES (HERE DISPLAYED IN NORWEGIAN):



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AUGEO ACADEMY

Velkommen til kurset:  
Oppfølging av flyktingungdom  
i videregående opplæring

Unge mennesker som har flyktet til Norge har noen ganger opplevd flere vonde og traumatiserende hendelser. I dette kurset lærer du hvordan du som lærer kan fremme ungdommenes resiliens og på den måten bidra til at de kommer seg videre.

Kurslengde: 4-5 timer

INSTRUKSJON

BIBLIOTEK

- Kjennetegn ved unge flyktinger
- Kronisk stress og resiliens
- Du som en trygg voksen
- A håndtere følelser
- En trygg klasse
- A håndtere atferd
- A samarbeide ved bekymringer
- A ta vare på deg selv

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# INSETT MODULE 3: A FINAL FOLLOW-UP SEMINAR

## A final follow-up seminar – Aims:

- To allow the participants to have **joint discussions** about their experiences (e.g. regarding the online course and its implementation in the classroom/the school), needs for further education and/or resources.
- To get an opportunity to learn more about certain topics of interest:
  - ✓ To learn more about central topics as **trauma and stress**, self-regulation and other coping techniques as well as the therapeutic “window of tolerance”.
  - ✓ The implications of **inclusive** education in the context of migration and ethnic diversity. The importance of **cultural awareness**.
  - ✓ **Identity and belonging**, especially the importance of developing a sense of school belonging, which increases students’ well-being as well as the likeliness to succeed in school (Kia-Keating & Ellis, 2007)

# INSETT SEMINARS: TEACHING MATERIALS AND RESOURCES

1. The *INSETT Intervention Manual – Content, themes and implementation*, by Lutine de Wal Pastoor (2019), includes a

Full manuscript and PowerPoint (PPT) presentation for the lecture: “*Young refugees’s psychosocial challenges upon resettlement: the need for a refugee-competent school*”, by Lutine de Wal Pastoor (2019).

In addition, two PPT presentations have been developed on two topics suggested in the INSETT manual, but for which the manual does not include manuscripts:

2. **PPT lecture:** *Cultural competence*, by Fatumo Osman (2019).

3. **PPT lecture:** *Trauma impact on learning and stabilization*, by Raija-Leena Punamäki (2019).

4. **INSETT Implementation Protocol**, by P. K. Hilden, F. Osman, L. d. W. Pastoor, R. Punamäki, & A. J. Andersen (2022) – will be presented in the next session today: Implementing INSETT.

# THE INSETT INTERVENTION MANUAL – CONTENT, THEMES AND IMPLEMENTATION

RefugeesWellSchool Intervention Manual: INSETT – Working Paper (20.02.2019)

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## In-Service Teacher Training (INSETT) – Providing psychosocial support to young refugees

Intervention Manual – Content, themes and implementation

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Za'atari Refugee Camp, Jordan 2018 Photo: Lutine de Wal Pastoor



A crucial question: Should schools provide young refugees with a long or a short ladder to support them in reaching their full educational potential? INSETT aims at supporting teachers in supplying refugee students with a 'long ladder', i.e., a 'scaffold' to promote newly arrived students' well-being and inclusion in school to enable them to achieve their goals ...



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## CONCLUDING REMARKS: REFUGEES' EDUCATIONAL AND PSYCHOSOCIAL ADAPTATION IS A MUTUAL PROCESS

- (Re)settlement in an unfamiliar society with (very) different demands concerning **linguistic, educational, social and cultural competence** as the basis for interaction and inclusion in school entails many demanding challenges for newly arrived refugees and migrants being in a process of transition and adaptation.
- **Refugee adaptation is a mutual process:** It is not only the refugee students who have to adapt to the educational and sociocultural requirements of a new school environment.
- **Likewise, schools,** including the broader ecology of local and national educational authorities as well as policymakers at different levels of the system (Bronfenbrenner, 1979), **need to adapt** by providing enhanced support to newcomer students (and allocate the necessary resources).
- **A school system that positively adapts to a new situation** and deals well with required transitions can be said to display resilience (Masten et al., 2008).
- **School-based interventions,** such as INSETT, may play an important role in the multiple processes of adaptation. But it should be kept in mind that these processes will take time, and, consequently, the measurable outcomes of the interventions too 😊

# Thank you for your attention 😊

## Lutine de Wal Pastoor



For more information, feel free to contact:  
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Related resources and materials:  
[www.refugeeswellschool.eu](http://www.refugeeswellschool.eu)



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