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RefTeCp



A Refugee Teaching Standards and Competences Framework

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Executive Summary

A competency framework defines the knowledge, skills, and attributes needed for any target group within a certain environment and for varied purposes. To develop the RefTeCp framework based on standards, competences, performance indicators and resources, a multi-stakeholder participatory curriculum development approach has been adopted and applied in this project.

At this stage, we are going to use the SWOT Analysis carried out by representative stakeholders from Faculties of Education, public schools and refugee community schools for starting the process of the RefTeCp framework development. As the inputs from stakeholders will be coming, updating and customization will be followed-up. This ongoing process will be monitored by the Quality Assurance Task Group (QATG), which in turn will provide its own inputs for further improvement and refinement. Developing such a framework can take considerable effort and it is important to make it relevant to the purposes we are going to use it.

The RefTeCp standards, competences, performance indicators and resources framework will focus on pre-service and in-service teachers for refugee teaching, learning and curriculum development.

Procedures

The following criteria and processes are critical for developing the framework. First, use the special RefTeCp template. As you see, this template includes four key areas identified as basic needs for tackling refugee learners' needs, namely, a) teaching/learning needs, b) social and cultural needs, c) psychological needs and d) trauma and other needs. In each of these areas, both pre-service and in-service teachers should build certain competences measured by concrete indicators driven by standards and supported by suitable resources.

Thus, for each area, a number of standards will be identified which in turn will be beaked down into competences and for each competence, a number of performance indicators will be formulated. Typically, there will be three or four subgroupings of competences for each larger standard. Finally, a reflecting question posed will provide motivation to identify appropriate teaching and learning resources. This provides the basic structure of the competency framework.

Standards, in general, are related to learning outcomes, curriculum, instruction and assessment in an organized and meaningful manner. They provide a map of where to go in terms of capacity building to tailor instruction to the refugee learners' needs. Thus, standards are not simply a list of important knowledge, skills, values and action competences. Rather, they are constitute a vision of what curriculum, learning and teaching

should include in terms of content, learning, teaching and assessment in order to respond to refugee children identified needs. They can also guide the selection of teaching, learning and in general capacity building resources.

Competencies, on the other hand, tend to emphasize the application of knowledge, skills and dispositions rather than content knowledge. In this sense, the competencies covered in the standards and their performance indicators should be an integral part of preservice preparation and in-service capacity building

The RefTeCp teaching standards and competences framework is aiming for use as a guide for:

1. Conceptualizing capacity building programs for teacher educators and in-service teachers.
2. Training teacher educators to deconstruct, construct and reconstruct their courses to address the needs of refugee students.
3. Designing certified professional development courses and programs for in-service teachers in the field of refugee teaching.

A competence is the term used to describe a cluster of related knowledge, skills, and attributes as an extension of discrete statements or standards organized by subject areas that contributes to successful job performance and, ultimately, to the goals and priorities. Performance indicators for competencies are typically expressed in terms of visible and measurable on-the-job behaviours. In this way, competencies are perceived as more detailed in terms of standards. They are organized around specific learning outcomes defined as competences that are explicit, measurable and transferable.

Let's take a look at an example.

Area: Socio-Cultural

Standard 1: Knowledge of cultural-responsive teaching and learning

Related competences

Competence 1.1: Teachers demonstrate knowledge to link what they are teaching to the everyday lives of the refugee students.

Performance indicators:

1.1.1: Teachers engage students in appropriate projects and experiential learning activities in the surrounding environment.

1.1.2: Teachers utilize refugee settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills.

1.1.3 Teachers use the students’ cultural traditions, customs, values and practices when designing lesson plans.

Resources:

Collect songs, customs and life-stories from refugee students’ community

A Conceptualization of Refugee Teacher Education Standards				
Areas of Concern	Standard 1	Standard 2	Standard 3	Standard 4
Teaching, Learning, Classroom Management, Communication & Assessment	Planning refugee-responsive curriculum and teaching.	Tackling refugee learners’ learning problems and difficulties.	Managing the classroom to accommodate refugee learners.	Applying refugee-responsive assessment.
Social, Ethical and Cultural	Establishing and maintaining a collaborative and respectful learning environment.	Applying culturally-responsive teaching and learning.	Raising ethical awareness and commitment.	Establishing family and community engagement in the teaching and learning process.
Well-being, Inclusiveness and Emotional Growth	Creating a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	Identifying learners’ psychological problems with background information.	Focusing on both the symptoms and the root causes of traumatic stress and other	Managing learners’ psychological problems in the classroom.

			psychological problems.	
ICT-enabled Teaching and Learning in Refugee Contexts.	Using ICTs for school/home-based learning in a refugee context.	Adapting digitized Open Education Resources (OERs) in lesson plans addressing refugee issues.	Developing mobile mentoring and peer-coaching for professional development.	Applying ICTs to address the education needs of those living in refugee camps.

Domain 1: Teaching, Learning, Classroom Management/Communication & Assessment			
STANDARDS	COMPETENCES	PERFORMANCE INDICATORS	CLASSROOM RESOURCES
1.Planning refugee-responsive curriculum and teaching	1.1: Recognition of the learners’ needs in order to design, develop, deliver and assess interdisciplinary student-driven curricular and teaching strategies addressing diverse learners’ needs.	1.1.1: Lesson plans acknowledge and integrate the learners’ previous knowledge, experiences and abilities and use meaningful learning strategies.	Collect and use refugee learners’ life-stories and use them as a reference in designing lesson plans.
		1.1.2: a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student. c. Teachers explain their instructional decisions citing current research.	Collect songs, customs and life-stories from refugee students’ community. Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.

		<p>.</p>	<p>Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem-solving.</p> <p>Teachers model and encourage the effective use of interpersonal communication skills to build student capacity for collaboration.</p> <p>Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real-world problems.</p> <p>Find ways to support language acquisition and enhance culturally and linguistically diverse students' comprehension of classroom tasks.</p> <p>Work together, with ESL/ELD educators, classroom educators and school support staff, to provide assessment and programming that scaffolds support for newcomers.</p>
		<p>1.1.3: Ability to create an inclusive, equitable, safe learning environment.</p>	<p>Use non-traditional discourse styles with culturally diverse students in an attempt to communicate in culturally responsive ways.</p> <p>Communicate expectations of success to culturally diverse students.</p> <p>Avoid labeling refugee children negatively</p> <p>Demonstrate knowledge and skills on how technology can play a role in supporting communication.</p> <p>Create a warm, supporting, safe, and secure classroom environment for culturally diverse students</p>

	1.2: Ability related to self-reflection on the own teaching practice and continuous professional development and learning.	1.2.1: Research, self-assessment and co-evaluation with colleagues on improving the own professionalism and implication on the teaching improvement.	<p>Teachers create an intellectually challenging and stimulating learning environment.</p> <p>Performance Indicators:</p> <p>Teachers encourage students to set high standards and expectations for their own performance.</p> <p>Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.</p> <p>Teachers promote students' curiosity and enthusiasm for learning.</p> <p>Students are actively engaged in learning.</p>
		1.2.2: Use various means and tools to share best teaching practices with colleagues.	<p>Get online. Social media and sharing best practice go hand in hand. Twitter is a hub of continuing professional development opportunities and well renowned teachers sharing their tried and tested teaching techniques to help everyone grow as educators.</p> <p>Collaborate with Colleagues. Opening up a dialogue between you and your colleagues and sharing your successes and failures, can have a huge impact on your growth.</p> <p>Share your ideas and ask for feedback. A great way to get feedback almost immediately is to share your ideas - this could be on a public scale like posting on social media such as Twitter or a Blog - this way you can get feedback from educators from around the globe and hear insights you may not have been exposed to before.</p>

			<p>Create a resources hub. A simple yet highly effective way of sharing best practice is to create an internal resources hub within your school. For instance, you can simply use Google Drive to upload resources and lesson plans which can be accessed by all members of the school.</p>
		<p>1.2.3: Clarify and reflect on own teaching habits in light of diverse learners' needs and challenges.</p>	<p>Begin to use the following reflective questions as both a meditative practice and an active pathway to being better than you were the day before.</p> <ol style="list-style-type: none"> 1. What was my best moment today and how can I have more moments like it? 2. What was my most challenging moment and why? How will I respond next time? 3. Were my students excited to be in class? If not, what can I do to change this? 4. How was my mood with others today and how can I improve it? 5. How well did I communicate with others today and how can I do this better? 6. In what ways did my students surprise me most today? 7. How did I support my colleagues today and how will I continue to do so? 8. What are the biggest obstacles to improving my practice and how will I overcome them? 9. What did I do today for myself and why is this important? 10. What do I want everyone to be able to say about me?

	<p>1.3: Deconstruct, construct and reconstruct curriculum units to address diverse learners' needs.</p>	<p>1.3.1: Deconstruction: Analysing critically the functioning of personal perspectives/habits of mind and chosen curriculum units/modules.</p>	<p>The DeCoRe plus deconstruction process includes six domains: 1) content; 2) methods of assessment; 3) gaps, silences and undergird assumptions; 4) power and interests; 5) dominated perspectives and versions of reality; 6) the image and values portrayed and transmitted by the unit/module author(s).</p>
		<p>1.3.2: Construction: Gathering resources, creating ideas and constructing new meaning (perspectives).</p>	<p>The construction process consists of two key parts. In the first, pre-service teachers are asked to assess the implications that the deconstruction outcomes entail to the reconstruction of the curriculum unit/module. In the second, they are asked to select and define appropriate materials, methods, strategies, media and ICTs that reflect the deconstruction outcomes.</p>
		<p>1.3.3: Reconstruction: Integrating new constructed knowledge in line with the reconstructed frame of reference.</p>	<p>Teachers realise their own agency in reconstructing curriculum. They are also given the chance to reflect on "who they have become", contrasted to "what they were" at the beginning of the deconstruction process. They are, thus, involved in discussing what has been changed in their own identity through their learning journey and experience in the course applying DeCoRe plus.</p>
<p>2. Copying with refugee children's learning problems</p>	<p>2.1: Teachers demonstrate knowledge of and are responsive to diverse</p>	<p>2.1.1: Teachers vary and modify instruction to meet the diverse learning needs of each student.</p>	<p>Promote mixing/social interaction in class, as some learners might be isolated outside it. Encourage group work, for instance - and across language groups, if relevant.</p>

learning needs, strengths, interests, and experiences of all students.		Recognize the importance of building a classroom community to support learning Demonstrate knowledge on how to encourage refugee learners to become actively involved in the school community.
	2.1.2: Develops and reinforces students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers.	Develop and maintain positive, meaningful, caring, and trusting relationships with students. Provide students with knowledge and skills needed to function in mainstream culture Pair incoming students with a buddy who will introduce them to others, guide them and explain or model routines.
	2.1.3: Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.	Ability to plan challenging tasks that provide high cognitive demands by building on learners' prior experience and strengths.
2.2: Teachers demonstrate knowledge and understanding of ICTs and how they can support in the teaching and learning process.	2.2.1: Teachers use technological tools and a variety of communication strategies to engage each student.	Teachers use ICTs to free them up and engage in greater student-teacher interaction. Demonstrate knowledge and skills on how technology can play a role in supporting learners' engagement in learning.
	2.2.2: Teachers use various ICT tools to create digital learning materials.	Teachers use digital materials that are relevant to the learners' cognitive, social and cultural context.
	2.2.3: Teachers use experiential knowledge (e.g. life-stories) as a context in promoting ICT literacy and skills.	Teachers develop digital storytelling and participatory videos to respond in culturally-responsive teaching and learning. Celebrate small successes and foster resilience. Choose materials that will engage students such

			as personal stories and experiences using digital storytelling methods and techniques.	
3.Managing the classroom	3.1: Ability to use a range of strategies to organise the classroom and foster learning responsive to diverse learners' needs.	3.1.1: Utilize a variety of instructional methods	Utilize a variety of instructional methods to match students' learning preferences in learning the subject matter, and maintaining their attention and interest in learning.	
		3.1.2: Recognize that refugee learners will need to express themselves in a variety of ways while they are in the teaching and learning process.		
		3.1.3: Anticipate that teaching and learning can be different for learners with disrupted prior schooling.	Plan strategies and activities that will accelerate learning for refugee learners with limited schooling.	
	3.2: Management of group dynamics that fosters involvement and overcoming of conflicts in a constructive way.	3.2.1: Teachers can effectively handle conflicts in the classroom		Wisecracks and Insults: Techniques to deal with nasty insults and abusive or disruptive jokes include challenging the speaker, in a non-threatening manner, on the substance of the joke. What makes it funny? Why was the comment made? Disagreement and Confrontation: In dealing with disagreement, confrontation, and inappropriate behaviour, seek guidance from a more experienced person, i.e., department heads and coordinators, for they have dealt with similar problems and can advise you on appropriate steps.
			3.2.2: Teachers can implement strategies for dealing with a student who is angry	Strategies for dealing with a student who is angry: Remain calm and polite; keep your own temper in check.

			<p>Maintain eye contact; speak clearly without raising your voice.</p> <p>Defuse the situation by offering to talk privately during a break or in a quiet place, if you feel it is safe to do so.</p> <p>Acknowledge the student's anger and frustration; allow him/her to vent and tell you what is upsetting him/her.</p> <p>Listen and try to understand the real issues that the student is concerned about.</p> <p>Summarize and clarify your understanding of the student's concerns.</p> <p>Avoid disagreeing; rather, build on or around what has been said.</p> <p>Look for ways that will give the student a way to gracefully retreat from the confrontation.</p> <p>Encourage the student to generate solutions to the problem being addressed.</p>
	<p>3.3: Organisation of the space, time and teaching practice to create opportunities for incidental learning and intrinsic motivation.</p>	<p>3.2.3:</p> <p>3.3.1: Teachers can create opportunities for incidental learning.</p>	<p>Bring incidental learning into the classroom by employing a two-tiered approach to structuring a lesson. Create a primary goal that is based on pupil engagement, and a series of secondary objectives that the pupil is not even aware of. Example: Create a game of your own in class. A treasure hunt based on written clues that guide children from one point to the next. Be sure to sprinkle the clues with challenging vocabulary that require context and further conversation. The</p>

			<p>children will be focused on their game, on completing their mission, and the teacher will be supporting learning. That is incidental learning at its simplest. Resources include: a pen and paper, a child's spirit of adventure, and some good hiding spots.</p>
		<p>3.3.2 Teachers can create opportunities for intrinsic motivation.</p>	<p>Reinvent the system of rewards. Direct incentivization is a smart strategy for making your learners fulfill straightforward clear tasks. Go through these steps with maximum efficiency – and get your badge.</p> <p>Forget negative motivation. At any rate, fear leaves no room for genuine interest, understanding or research opportunity. Don't intimidate, find the right leverage.</p> <p>Beef up your learners' self-esteem. Make sure the students feel confident about what they do and have the right resource to complete their tasks.</p> <p>Provide honest and instructive feedback. Try to seamlessly get your students on the right track by focusing on their strengths rather than weaknesses.</p> <p>Encourage collaboration. Get your students involved in a common project. Students will enjoy sharing their knowledge or skills, helping others with their struggles or benchmark performance against their peers' showings. Competition may also make part of the collaboration.</p>

			<p>Employ cutting-edge technology. The introduction of ICTs into the learning process can increase engagement, provide quick visualization of concepts and ensure cost-efficiency in the long run.</p> <p>Ask for feedback and glean personal interests. Asking questions is a process that goes both ways, and the result may be an authentic game-changer. Hold a manageable discussion, draw your conclusions and tweak your material for better perception.</p> <p>Innovate and use change as a behavioral stimulus. Move your lecture outside of the classroom, take your students for a stroll or to a museum and see how they respond to the change.</p> <p>Break the material down to puzzle solving. Present arguably tedious or highly complicated matters as problems to solve. Ask elaborative questions, give specific clues and evidence for further analysis, make it fun.</p> <p>Show how knowledge applies in real life. Never fail to showcase the application areas and tangible ‘products’ associated with your subject matter.</p> <p>Teach your students how to learn. Once the learners are ready to ingest and rework data to their benefit, they enable the intrinsic learning mechanisms that otherwise remain underemployed. Meet them halfway and facilitate navigation in the world of data by pointing out</p>
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			pertinent online and offline resources, useful technology, web-based tools, etc.
		3.3.3	
4.Applying refugee-responsive assessment	4.1: Demonstrate and apply knowledge of authentic assessment taking into consideration diverse learners' needs.	4.1.1: Use of different assessment methods, strategies and instruments.	Teachers design assessments that are aligned with curricular and instructional goals. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance. Design assessments to complement the culturally responsive pedagogical strategies that were employed during instruction Use a variety of assessment techniques, such as self-assessment, portfolios, and so on, to evaluate students' performance in favor of cultural diversity.
		4.1.2: Reflection on their own assessment practice, based on a good understanding of the role of assessment.	Teachers provide timely feedback to engage students in self-reflection and self-improvement. Teachers use assessment data to set goals and design and differentiate instruction. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.
		4.1.3: Adapting assessment strategies to the different characteristics of the students.	Assess culturally diverse students' readiness, intellectual and academic strengths and weaknesses, and development needs.
	4.2: Apply diagnostic, formative and summative assessment purpose in the	4.2.1: Teachers utilize various types of diagnostic assessment such as concept mapping.	Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.

	teaching and learning process.		Teachers use formative assessment to inform teaching and learning. Teachers use summative assessment to measure and record student achievement. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
		4.2.2: Teachers utilize multiple assessment tools during instruction (formative) to monitor learners' progress and provide feedback.	Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.
		4.2.3: Teachers assess learners and provide feedback after instruction.	Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
	4.3: Use various communication strategies and means to inform both learners and families about their children's learning progress.	4.3.1: Keep families informed of the progress and difficulties of their children.	Foster meaningful and supportive relationships with parents and families, and actively involve them in their students' learning.
		4.3.2: Report and effective feedback on the learning outcomes.	Feedback students receive from assessments should deal directly with the learning to be acquired. Assessment results in feedback that learners can use not only to know how they are doing, but also to understand how they might improve their performance.

		<p>4.3.3: Teachers utilize strategies that enable two-way communication with each student’s parents, guardians, and/or caregivers.</p> <p>b. Teachers use a variety of techniques to accommodate the communication needs of each student’s parents, guardians, and/or caregivers.</p>	<p>Know how to communicate with culturally diverse students and their parents or guardians. Structure classroom-based meetings that are comfortable for parents.</p> <p>Identify and remove barriers to enable parents to become involved with the school.</p> <p>If language is a barrier, interpreted videos might be used to support parent engagement.</p> <p>Invite parents in for an orientation to the school. Once you have an understanding of your newcomer families, plan targeted sessions to help them understand the school system and their partnership in the education of their children.</p> <p>Ability to listen carefully to refugee learners and their families to understand their questions, concerns, confusions and impressions regarding the school.</p>
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Domain 2: Social, Ethical and Cultural			
STANDARDS	COMPETENCES	PERFORMANCE INDICATORS	CLASSROOM RESOURCES

<p>1. Establishing and maintaining a collaborative and respectful learning environment.</p>	<p>1.1: Set up a classroom culture of inclusion and respect</p>	<p>1.1.1: Infuse the curriculum and thematic units with the culture of students represented in the classroom.</p>	<p>The educator uses the students' cultural traditions, customs, values and practices when designing the classroom environment.</p> <p>The educator uses students' traditions, customs, values, and practices to engage them in their learning.</p> <p>The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.</p> <p>The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.</p> <p>The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.</p> <p>Educators' plans include references and/or activities and assignments that connect to students' backgrounds and heritage for the purpose of improving student</p>
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			<p>achievement and increasing student engagement.</p> <p>Educators incorporate information gathered about students' cultural backgrounds into written lesson plans.</p> <p>Educator displays interpretations and/or cultural products of student work that reflect the students' traditions, customs, values, and practices. (student work)</p> <p>Educator incorporates the traditions, customs, values, and practices of students represented in the classroom in their visual displays and decor. (i.e. posters)</p> <p>Educator includes the traditions, customs, values, and practices of students into the development of classroom routines and rules.</p> <p>Educator provides cultural resources on a regular basis, i.e., books, web sites, brochures, speakers, that students can access.</p>
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			<p>Educator uses activities related to traditions, customs, values, and practices of the students in their class, i.e. music, language, foods, etc. Educator demonstrates awareness of the nonverbal communication appropriate to the customs of the students in their classroom. Establish expectations for appropriate classroom behavior in considering students' cultural backgrounds to maintain a conducive learning environment.</p>
		<p>1.1.2: Educator analyzes data collected about students' backgrounds and heritage and uses it for planning.</p>	<p>Educator can show evidence of data collection, related to students' backgrounds and heritage. (i.e. parent surveys, student bios, etc.) Educator planning includes scheduling of community members to support connecting students' backgrounds and heritage to the content.</p>

			Educator can explain the process used to gather information about students' cultural heritage and backgrounds.
		1.1.3: Educator reviews, assesses and, if needed, revises curricula and instructional materials	Educator reviews and assesses curricula and instructional materials to determine their multicultural strengths and weakness, and relevance to students' interest and instructional needs, and revises them if necessary
<p>2. Applying culturally-responsive teaching and learning. Engage students in appropriate projects and experiential learning activities</p>	<p>2.1: Culturally competent teachers encourage respect for others and critical reflection of one's own values.</p>	<p>2.1.1: Critical reflection on tightly held cultural assumptions is necessary to dislodge misconceptions and stereotypes. Culturally-responsive teaching engages students in self-awareness activities that lead to reflection on cultural assumptions. For example, in situations where beliefs about learning vary diametrically, there may be serious misunderstandings.</p>	

		<p>2.1.2: Cultural competence requires that teachers understand their own cultural background and actively learn about those of their students.</p>	<p>Demonstrate awareness on refugee learners' pre-migration: their life experience in their place of birth</p> <p>Demonstrate awareness on refugee learners' trans-migration: their life experience in the time between leaving their home community and their immigration to the host country.</p> <p>Demonstrate awareness on refugee learners' post-migration: their life experience as they adjust and integrate into their new school and community.</p>
		<p>2.1.3: Recognise the value refugee learners bring to school and create a classroom environment where they feel valued for who they are, what they should become.</p>	<p>Recognize their strengths as they emerge and make sure they know that you value them for who they are.</p>
	<p>2.2: Culturally competent teachers use intercultural communication skills.</p>	<p>2.2.1: Ability to determine where each refugee learner's strengths and challenges lie in oral, reading and writing competencies.</p>	

		2.2.2: Ability to create learning conditions and develop teaching strategies that recognize the strengths and support the needs of newcomer refugee learners	
		2.2.3:	
	2.3: Culturally competent teachers use intercultural learning	2.3.1: Scaffolding students' intercultural learning	<p>Develop a repertoire of instructional examples that are culturally familiar to students to serve as a scaffold for learning.</p> <p>Interest inventories are a common type of survey used to find engaging content for readers, to keep them eager to learn.</p> <p>Able to determine refugee learners' learning skills and their familiarity with school routines.</p>
		2.3.2 Use of cultural context and history in teaching and learning	<p>Educator creates a holistic learning cycle to teach science that combines cultural context and history with observing, measuring, interpreting, experimenting, model building, and predicting</p>

			Use visuals – visual schedules, word banks with diagrams or pictures, picture books, photographs of landforms, illustrated science vocabulary, historical photographs, etc.
		2.3.3 Promotion of the understanding of place and connection with nature	Educator designs classroom projects and activities to promote an understanding of place; connecting with nature and climate change issues; revitalizing traditional and indigenous knowledge; and learning from elders Educator links respect for nature to recycling and finds ways to recycle Educator fully incorporates indigenous science principles (flora and fauna, meteorology, physics, chemistry, earth science, astronomy, botany, pharmacology, psychology, and the sacred) when in camp
	2.4. Culturally competent teachers are aware of their student's cultural identity	2.4.1. Educator's awareness of local events	Educator names local cultural festivals celebrated in the surrounding environment

			<p>Educator attends community events (e.g., visiting, berry picking, fishing, and walk around)</p>
		<p>2.4.2. Educator's awareness and use of seasonal activities</p>	<p>Educator accesses or creates a seasonal activities time line for the community Educator is aware of the seasonal hunts in the environment Educator learns about the upcoming harvesting and gathering season and uses it to prompt students to write a story of their experiences. Educator relates field trips to seasonal activities such as the blueberry harvest in fall and follows up with activities integrated into reading, writing, math, science, social studies, health, etc. Educator designs an elementary science unit on food and nutrition to include information about native plants, their uses, gathering location, and seasons</p>

			Educator has students bring in the seasonal catch to the classroom to be used for dissecting, identifying organs, using medical/scientific terms, local language terms, and common English terms
		2.4.3. Capacity on encouraging children to develop their identity and sense of agency.	
4. Establishing family and community engagement B2.Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills	4.1: Educator is getting involved in the community	4.1.1: Educator involves members of community to participate in classroom design.	Establish effective relationships with families, colleagues and with other institutions from the community in order to identify and provide an answer to the diverse needs of learners Work with community and local agencies to develop protocols for supporting refugee families and their children.
		4.1.2: Educator participates in community events	Educator participates in local orientation course as available
		4.1.3:	

	4.2: Educator incorporates family and community issues in teaching and learning activities	4.2.1: Educator uses traditional cultural activities	<p>Educator displays posters and artwork in the classroom related to traditional cultural activities</p> <p>Educator uses artifacts such as traditional and contemporary tools, foods, etc., related to traditional cultural activities in the classroom</p> <p>Educators asks clarifying questions about traditional seasonal and cultural activities</p> <p>Educator invites students to share their own stories and is heard retelling a story accurately</p>
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Domain 3: Well-being and Emotional Growth			
STANDARDS	COMPETENCES	PERFORMANCE INDICATORS	CLASSROOM RESOURCES
1. Creating a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	1.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student	1.1.1: Teachers are caring and respectful in their interactions with students.	Providing more time for work, arranging one-on-one instruction and support, and reducing the demand for verbal processing, attention,

<p>Teachers are caring and respectful in their interactions with students.</p> <p>Teachers embrace student diversity as an asset in the classroom.</p> <p>Teachers recognize and reinforce positive interactions among students.</p> <p>Teachers create a climate of acceptance and respect.</p> <p>Teachers create an environment where students show responsibility to and for one another.</p>			memory, and other identified skill deficits will aid a student in .
		1.1.2: Teachers embrace student diversity as an asset in the classroom.	Use a variety of assessment techniques, such as self-assessment, portfolios, and so on, to evaluate students' performance in favor of cultural diversity. Modify assignments, tests, and homework for students.
		1.1.3: Teachers recognize and reinforce positive interactions among students.	Teachers, administrators, and school personnel can greatly foster a sense of safety and predictability by remaining consistent in how they work with these children. Help children identify triggers resulting in stress reactions, and support their use of coping skills. Create a safe environment so that a student feels their story is valued and important.
		1.1.4. Teachers create a climate of acceptance and respect.	The following four central overlapping goals foster respect in school.

			<p>Creating Democratic Communities: A democratically informed school climate needs to model the essential elements of democracy—liberty, justice, common good, equality, diversity, and truth—for students to experience and contribute to their school environment in respectful ways.</p> <p>Supporting Students and Teachers: Being supported means that others appreciate those areas that challenge us. Asking students questions such as, What is one thing about your school that you would not change? and What should teachers do to better support your success at school? acknowledges student voice and has a profound and positive effect on students.</p> <p>Ensuring Safe Schools: Perhaps the most pervasive need in our schools today, for both teachers and students, is</p>
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			<p>to feel socially, emotionally, intellectually, and physically safe. Feeling unsafe is one of the most important forces that undermine respectful norms and school communities.</p> <p>Promoting Student Engagement: Supporting student engagement, and parent and guardian engagement as well, means that we're attuned to everyone's needs and interests—that we're acting respectfully.</p>
		<p>1.1.5. Teachers create an environment where students show responsibility to and for one another.</p>	<p>Create a community of learners by encouraging students to focus on collective work, responsibility, and cooperation.</p>
	<p>1.2: Teachers create a a safe environment at school for students</p>	<p>1.2.1: Creating a safe environment at school through relationships</p>	<p>Clarify your role with the student. Establish yourself as a safe individual. Create an environment of respect.</p>

			<p>Give the student opportunities to make choices.</p> <p>Talk about safety and what steps you will take to help the student be and feel safe.</p> <p>Connect the student to the appropriate resources and people.</p> <p>Establish a quiet, safe place in the classroom for students to go when they are feeling overwhelmed. It should be a comfortable space away from others, with comfortable furniture, blankets and pillows.</p> <p>Have some sensory materials for students, such as a small rubber ball they can squeeze, stuffed animals, pillows with different types of fabric, pipe cleaners, rocks, crystals, play doh or clay, paper for scribbling, color markers/pencils, puzzles, etc.</p> <p>Have pleasant colors, pictures of nature, cute animals, etc. in the classroom that students</p>
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			<p>can focus on when dysregulated</p> <p>Incorporate music into the classroom that is playing in the background, rhythmic sounds</p> <p>Encourage participation in activities related to music, visual arts or sports through which they can demonstrate their strengths and express their feelings – and learn and work with those who have similar interests and experiences.</p>
2. Identifying learners' psychological problems with background information.	2.1: Teachers can deal with learners and families who have psychological problems	2.1.1: Recognise what strategies teachers can use in dealing with psychological problems.	<p>Define the problems facing refugee learners (e.g. trauma)</p> <p>Tackle psychological problems by using one or more of the following strategies: (a) progressive muscle relaxation, (b) breathing exercises, and (c) positive self-talk.</p> <p>Recognize what mistakes should teachers avoid when dealing with learners facing such problems.</p>

			<p>Reflecting and empowering refugee children and adolescents who are facing psychological problems by raising their voice.</p> <p>Apply some evidence-based strategies to help students take charge of their own behavior and learn how to interact with their environment in a positive way.</p> <p>Identify the root causes of bad behavior — and set up systems that promote greater self-awareness and self-control.</p> <p>Maintain usual routines. A return to “normalcy” will communicate the message that the student is safe and life will go on. Set clear, firm limits for inappropriate behavior and develop logical—rather than punitive—consequences.</p>
		2.1.2: Know what resources and support systems should a teacher	Reflect on and question ineffective approaches and

		<p>use when dealing with learners facing psychological problems</p>	<p>treatments to learners' psychological problems. Recognize what are the limits of a teacher's role in addressing learners' psychological problems in refugee contexts. Promoting activities that a student enjoys can be critical to self-care and psychological healing.</p>
		<p>2.1.3: Recognize socio-psychological disorders and when possible make proper interventions.</p>	<p>Instructors have the opportunity to recognize when a student is behaving out of character. Luckily, teachers have ample opportunity to interact with students and learn how to use that interaction to identify and intervene for a student having a psychological problem.</p>
<p>3. Focusing on both the symptoms and the root causes of traumatic stress and other psychological problems.</p>	<p>3.1: Teachers can deal with learners and families who have experienced trauma</p>	<p>3.1.1: Recognize the implications of working with learners and families who have experienced trauma.</p>	<p>Realize that some students, especially those who have experienced complex trauma, often have difficulty identifying, expressing, and managing emotions.</p>

			<p>Provide a safe place for the student to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened.</p> <p>Anticipate difficult times and provide additional support. Many kinds of situations may be reminders. If you are able to identify reminders, you can help by preparing the child for the situation. For instance, for the child who doesn't like being alone, provide a partner to accompany him or her to the restroom.</p> <p>Be aware of other students' reactions to the traumatized child and to the information, they share. Protect the traumatized child from peers' curiosity and protect classmates from the details of a child's trauma.</p> <p>Support families. Build a relationship of trust with the student's family. On a personal level, be reliable,</p>
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			<p>friendly, consistently caring, and predictable in your actions. Keep your word, and never betray the family's trust. It can be helpful for the school or district to designate a liaison who can coordinate the relationship among teachers, the principal, the guidance counselor, other appropriate school personnel, the family, and the child. Take care of yourself. Remember, as an educator, you are on the frontline. You may spend many hours each day working with children and adolescents exposed to trauma and with related psychological difficulties. You are in a unique position to help. However, you are also vulnerable to the stress and challenges of working with students who suffer the psychological and physical wounds of complex trauma.</p>
		3.1.2: Understanding trauma through acquiring knowledge and	Understand what trauma/anxiety looks like in

		<p>acting in changing the situation focusing on both the symptoms of traumatic stress and the root causes</p>	<p>the classroom and respond through compassion, not discipline</p> <p>Be trauma-informed when assessing students' behaviors. Is the behavior you are seeing as problematic, disruptive, or non-compliant actually caused by the student feeling threatened, attacked, or reminded of a traumatic experience?</p> <p>Be sensitive to the cues in the environment that may cause a reaction in the traumatized student. Children may increase problem behaviors near an anniversary of a traumatic event.</p> <p>Teachers, administrators, and school personnel can greatly foster a sense of safety and predictability by remaining consistent in how they work with these children.</p> <p>Provide consistency and stability in your interactions with students. Students with extensive trauma histories often have difficulty</p>
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			<p>discriminating between safe and unsafe environments and consequently behave in ways that are not adaptive outside of the traumatic environment. Increase the level of support and encouragement given to the traumatized student. Designate an adult who can provide additional support if needed.</p> <p>When appropriate, talk to parents and other professionals working with the student Work together to identify coping and calming strategies that could help a child enjoy and succeed in school</p> <p>Ability in both understanding and explaining the phenomenon and looking to change the situation.</p> <p>Knowing what your students like also serves to identify some additional coping skills that will increase resilience and mitigate a mental health crisis.</p>
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			<p>Focusing on what actually are symptoms of traumatic stress as opposed to the root cause, which is trauma itself, has not resulted in the desired outcomes for students or schools. The field of education, from preschool through teacher training, cannot ignore the issue of traumatic stress if schools are to meet the expectations of parents, community, and the nation (Oehlberg, 2008).</p>
		<p>3.1.3: Recognize that behavioral problems may be transient and related to trauma.</p>	<p>Remember that even the most disruptive behaviors can be driven by trauma-related anxiety. Avoid labeling refugee children negatively. Refugee children with complex trauma may perceive themselves as “bad,” “crazy,” or having something “wrong” with them. Assist them in understanding their reactions in the context of their history and their interpretation of the</p>

			<p>current event that is triggering the reaction. Be concrete in offering suggestions for managing emotions. These children often lack the capacity for self-regulation. They cannot just “calm down.” They may require assistance with how to calm down.</p> <p>Understand that children cope by re-enacting trauma through play or through their interactions with others. Resist their efforts to draw you into a negative repetition of the trauma. For instance, some children will provoke teachers in order to replay abusive situations at home.</p>
		<p>3.1.4.Apply behavioral strategies for trauma impacted students</p>	<p>Practice active listening with students and demonstrate empathy</p> <p>Use of specific praise like-- “You did a great job paying attention in class today” vs “Good job today.” • 10:1 (Ratio of positive to negative</p>

			<p>statements for traumatized children/adolescents)</p> <p>Active ignoring of negative behavior • Consistent expectations and behavior plans that are based on rewards systems, not punishment.</p> <p>Do collaborative problem-solving with students Trauma Informed Interventions for Trauma Impacted Students</p> <p>Teach Feelings Expression and Coping</p> <p>Identify and label emotions and feelings.</p> <p>Use of scales and “thermometer” to rate emotion intensity. • Identify coping skills to help decrease emotional intensity. Help youth find positive ways to cope.</p> <p>Connect students to friends, peers, or supportive adults.</p> <p>Give ideas about participating in creative and positive social activities.</p>
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		<p>3.1.5. Apply strategies to mitigate the traumatic impact faced by refugee learners and improve their learning outcomes</p>	<p>Validate and de-escalate emotions when possible. Give simple and realistic answers to the student's questions about traumatic events. Clarify distortions and misconceptions. If it isn't an appropriate time, be sure to give the student a time and place to talk and ask questions.</p> <p>Although not all students have religious beliefs, be attentive if the student experiences severe feelings of anger, guilt, shame, or punishment attributed to a higher power. Do not engage in theological discussion. Rather, refer the student to appropriate support.</p> <p>Educators have longed worked with children who have anxiety disorders and as such, have seen the frustrations with which children cope. What are missing are the voices of the children and adolescents who</p>
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			<p>are deeply embedded in their anxiety. Use Judith Herman's Stages of Trauma Recovery: Create a safe environment Processing of unresolved trauma memories Making connections with others experiencing success</p>
		<p>3.1.6. Contribute to efforts to make school systems more trauma-informed</p>	<p>. Inform others and coordinate services. Inform school administration and school counselors/psychologists about your concerns regarding the student. Your school district or state may have specific policies or laws about dealing with emotional issues with children. If you feel a student could benefit from the help of a mental health professional, work within your school's guidelines and with your administration to suggest a referral. The Diagnostic and Statistical Manual of Mental Disorders</p>

			<p>(DSM–IV–TR) (American Psychiatric Association, 2000), provides a list of specified anxiety disorders, including (a) panic disorders, (b) specific phobias, (c) obsessive-compulsive disorders, (d) post-traumatic stress disorder, (e) acute stress disorder, and (f) generalized anxiety disorder. Participants will develop an understanding about:</p> <p>Understanding the impact of traumatic experiences on students and their classroom behaviors.</p> <p>The importance of incorporating self-care techniques for students and educators.</p> <p>Understand the impact of traumatic experiences on student well-being.</p>
		<p>3.1.7. Apply trauma informed interventions with trauma impacted students</p>	<p>Teach breathing for relaxation</p> <p>Provide students with a calm or quiet place to sit or talk.</p>

			<p>Remain calm, quiet, and present. Use LOW and SLOW when needed.</p> <p>Watch the tone and speed of your voice/words—these children are hypersensitive to facial expressions, volume of voice, tone, etc. they pick up on stress-related behaviors of adults</p> <p>Don't lecture or ask too many questions because the student can't process too much</p> <p>Make sure to take deep breathes yourself to calm yourself and the student will imitate you</p> <p>Slow yourself down, talk slower, use a lower pitch for your voice, don't use complex sentences, don't use lots of body movements</p> <p>Offer suggestions on self-calming techniques, such as mindfulness, grounding, tracking, positive memories.</p> <p>Teach positive self-talk to students and practice it before you need it. "I am safe" "I can</p>
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			<p>calm myself down” “I am a good loving person”</p> <p>Incorporate more opportunities for humor and laughter into the curriculum. (Laughter reduces the traumatic response in the brain)</p> <p>Help students identify internal and external people and places that are safe.</p> <p>Teach students how to ask for help until someone responds.</p> <p>Role play accessing additional supports.</p> <p>Best friend role plays: “What would you tell your best friend to do?”</p> <p>Recognize that change happens very slowly.</p> <p>Know that you may never see the outcomes of your efforts.</p> <p>Trust that our simple compassionate gestures are important elements of healing and surviving.</p>
		3.1.8. Learn to recognize when a student’s emotional responses can no longer be managed safely	Provide adequate treatment in a setting that will reach the most children.

		in the classroom setting and know how and to whom to refer for clinical intervention.	Access psychological services to aid students who are suffering from post-traumatic stress and trauma.
4. Managing learners' psychological problems in the classroom.	4.1: • Becoming trauma informed requires a shift in the educational paradigm of classroom management. It goes against what you have learned about students' behavioral challenges and classroom discipline approaches.	4.1.1: Identify children and youth who are at high risk, and plan interventions.	Shifting disciplinary practices from punitive to restorative/transformational. Help staff at all levels understand that "problematic behaviors" serve a function for the student. Such behaviors often have proved adaptive in traumatic environments, and as such, should be recognized as efforts to cope with difficult circumstances. For example, aggressive or threatening body language decreases the likelihood of being picked on or bullied. However, these "coping mechanisms" can become problematic once the student is in a safe environment in which the behavior is no longer needed. Give students choices. Often traumatic events involve loss

			<p>of control and/or chaos, so you can help students feel safe by providing them with some choices or control when appropriate</p> <p>If you are able to identify reminders, you can help by preparing the student for the situation. For instance, for the child who does not like being alone, provide a partner to accompany him or her to the restroom.</p> <p>Warn students if you will be doing something out of the ordinary, such as turning off the lights or making a sudden loud noise.</p>
		<p>4.1.2: Interact with students and learn how to use that interaction to identify and intervene for a student having a psychological problem</p>	<p>Provide educational activities that are interactive, and provide opportunities to connect with peers and adults, so that there is a balance between individual assignments or handouts and cooperative activities</p> <p>Foster pro-social activities that allow children with</p>

			complex trauma opportunities to contribute.
		4.1.3: Inspire Listening, learning and self-control	Teachers can help students regain emotional control by helping them recognize physical signs of strong emotions, and offering strategies for reacting appropriately. There are many different ways to do this, including a structured program called The Zones of Regulation. Teachers can learn more at zonesofregulation.com . It's also possible to arrange the classroom's physical environment in ways that make it less likely students will act out.

Curriculum Area 4: ICT-enabled teaching and learning in refugee contexts.			
STANDARDS	COMPETENCES	PERFORMANCE INDICATORS	CLASSROOM RESOURCES

1. Using ICTs for school/home-based learning in a refugee context.	1.1: Organize ICT-enabled teaching and learning classrooms.	1.1.1: ICT used to track students and manage and monitor learning.	
		1.1.2: Teachers use freely available educational content and tools to be revised, remixed, and shared acknowledging the original source	Example, materials may be translated into other languages, adjusted for use at different grade levels, sequenced differently, and so on.
		1.1.3:	
	1.2: Link digital content to the national curricula of refugee learners' host country and/or country of origin.	1.2.1: Teachers are using ICT-based content that is responsive or adaptable to the learners' level.	Teachers use ICTs responsive or adaptable to the learners' level, particularly in the context of primary education.
		1.2.2: Teachers are using ICT-based content tailored to the local curriculum.	
		1.2.3: Teachers are using ICT-based content relevant to the learners' socio-cultural context.	
	1.3: Use ICTs to enable and broaden refugee access to primary and secondary education.	1.3.1: Use of personal smartphones, tablets and other handheld devices to promote refugee education.	
		1.3.2 Teachers use ICTs to enable and broaden refugee access to primary and secondary education.	Teachers use personal smartphones, tablets and other handheld devices to promote mobile learning in

			<p>both formal and non-formal contexts Teachers use ICTs for school- or home-based learning in a refugee context..</p>
		<p>1.3.3 Teachers use ICTs for culturally-responsive education to support cognition and not only deliver or share curriculum content.</p>	
<p>2. Adapting digitized Open Education Resources (OERs) in learning materials addressing refugee issues..</p>	<p>2.1: Demonstrate knowledge in identifying OERs</p>	<p>2.1.1: Search digitized OERs</p>	<p>Teachers use digital Open Education Resources (OERs) as a source teaching and learning material Teachers use digital OER to improve instructional design in accordance with pedagogic principles Open Education Resources could be distributed on memory sticks or through other offline methods as well as distributed virtually via cellular networks and the Internet Ability to search for digitized learning resources to build own capacity and apply in</p>

			teaching and learning practice.
		2.1.2: Identify scaffolded and adaptive software that can support learning in refugee context.	Teachers use digital resources, and particularly OER for addressing a variety of educational challenges associated with educational resourcing in refugee settings.
		2.1.3: Teachers use scaffolded and adaptive software in multicultural classroom settings	Arabic language OERs could be incorporated into any learning platform. The most appropriate existing materials, in English or any other language could be translated or subtitled with some effort by a dedicated team.
3. Developing mobile mentoring and peer coaching for professional development.	3.1: Organize ICT-led capacity building focusing on mobile mentoring and peer coaching.	3.1.1: Teachers use ICTs as a means to train, coach and mentor other teachers.	Teachers use a multi-layered and staged approach to teacher professional development enabled by ICTs.
		3.1.2: . Teachers shift from one-off workshops to life-long learning combining a variety of	

		professional development opportunities enabled by ICTs.	
		3.1.3:	
	3.2: Use ICTs to promote peer-coaching and mobile mentoring to refugee teachers.	3.2.1: Use of personal smartphones, tablets and other handheld for peer-coaching	Connect with their peers via SMS or social networks to share knowledge and offer support.
		3.2.2: Teachers use ICTs to offer global mentorship and support to refugee teachers.	Use of personal smartphones, tablets and other handheld for mobile mentoring Teachers draw on ICT to support face-to-face coaching and mobile mentoring. Example- teachers are paired with a 'Global Mentor' who they can contact via 'Whatsapp' for ongoing support and expert mentoring. These 'Global Mentors' are volunteers from around the world with classroom teaching experience.
		3.2.3: Teachers use a transformative pedagogic design in refugee settings enabled by effective mobile learning tools and interventions.	

	3.3: Use multiple learning pathways of mobile learning in connection to personalized learning methodologies and collaborative digital learning environments.	3.3.1: Teachers are blending off-line and online pedagogical modes that are relevant to the actual contexts and responsive to learners' needs.	
		3.3.2 Teachers use multiple learning pathways of mobile learning based on personalized learning methodologies and collaborative digital learning environments	Demonstrate knowledge and skills on how technology can play a role in supporting collaborative learning among learners of multi-cultural backgrounds.
		3.3.3 Teachers use the digital infrastructure already in place to support new ways of learning.	
4. Applying ICTs to address the education needs of those living in refugee camps.	4.1: Knowledge of ICTs approaches to address the education needs of those living in refugee camps and other out-of-school settings.	4.1.1: Provide examples that show how ICTs support refugee children moving from location to location.	
		4.1.2: Teachers use ICTs to provide systemic support to education in refugee settings.	
		4.1.3:	