

Guidance for schools

QCA: Pathways to learning for new arrivals

www.qca.org.uk/8476.html

A website from the Qualifications and Curriculum Authority (QCA) that aims to help teachers respond to the needs of children newly arrived from overseas. It provides:

- background information on migration, countries of origin and children's rights and entitlements
- guidance for schools and teachers on promoting the educational achievement of newly arrived pupils
- case studies of good practice.

Initial Teacher Education website Guidance

<http://www.naldic.org.uk/ITTSEAL2/teaching/teaching.cfm>

The NALDIC (the professional association for EAL) and Teacher Training Agency project to improve initial teacher education regarding EAL learning and teaching. An extensive site including very useful guidance for beginner teachers on strategies for teaching refugee and asylum seeker pupils.

Teachernet: Refugee and asylum seekers' children

<http://www.teachernet.gov.uk/management/atoz/r/refugeeandasylumseekerschildren/>

'Refed' - Refugee Education mailing and discussion list

<http://groups.yahoo.com/group/refed>

The refed mailing and discussion list has been set up to support teachers and other professionals who work with refugee children and families. The list aims to allow the free exchange of ideas and materials between its members. You can join by sending an e-mail to refed-subscribe@yahoogroups.com

Home from Home: A guidance and resource pack for the welcome and inclusion of refugee children and families

Home from Home is a resource pack that provides guidance for the successful inclusion of refugee children and families into school. The materials have come from the experience of staff at Salusbury WORLD, an innovative refugee project based at Salusbury primary school. The effective practice described in this pack will be relevant to anyone who works in support of children's education, in both primary and secondary sectors: teachers and teaching assistants, learning mentors, home school liaison workers, educational psychologists and others. **An order form can be downloaded from the Salusbury WORLD website:** <http://www.salusburyworld.org.uk/>

Commission for Racial Equality

<http://www.cre.gov.uk/>

The CRE provides a range of guidance that schools will find useful. These include:

The duty to promote race equality, <http://www.cre.gov.uk/index.html> with links to guidance on writing policy. This can be accessed in the Good Practice area of the site.

Learning for All: Standards for racial equality in schools

This is good practice guidance (CRE 2000) that sets out standards for race equality work in schools. It provides schools with a useful tool to audit their current performance in dealing with racial equality matters.

Managing Pupil Mobility: Guidance

Managing Pupil Mobility: A Handbook for Induction Mentors.

A two-year DfES project looked at pupil mobility in 51 schools (48 secondary and three primary) in England. They have now published two documents, *Managing Pupil Mobility: Guidance* and *Managing Pupil Mobility: A Handbook for Induction Mentors*. Both publications can be available to order from the DfES publications agency, Prolog. Tel: 0845 602 2260 quoting references DfES/0781/2003 and DfES/0780/2003.

The education of asylum-seeker pupils (Ofsted 2003)

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3418>
Ofsted report on their evaluation of the impact on schools of the arrival of asylum-seeker pupils. The vital contribution of EMAG funded school staff is acknowledged in the main findings of the report. Case studies at the end of the report give detailed examples of effective use of EMAG to support the achievement of asylum-seeker pupils.

Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children

The DfES has issued new guidance on supporting the education of asylum seeking and refugee children. Areas covered include LEA roles and responsibilities, good practice in the Early Years, providing a welcoming environment, meeting language needs, school, home and community links and supporting vulnerable pupils. The publication is available from the DfES. Tel: 0845 6022260 quoting reference DfES/0287/2004.

Relearning to Learn (National Union of Teachers 2002)

http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/?template=C&top_id=1233&art_id=0

This publication has been produced as part of the National Union of Teachers' Professional Development Programme. The booklet offers advice to teachers new to teaching children from refugee and asylum-seeking families.

Supporting Refugee Children in 21st Century Britain - a compendium of essential information, Jill Rutter, Trentham Books, 2003. Available from: www.trentham-books.co.uk, 320 pages.

An authoritative information source for all those working with the children of refugees and asylum seekers. The author describes the backgrounds of 35 of the major refugee groups in Britain, including Albanians, Eastern European Roma and people fleeing the former Soviet Union, Iraq and Iraqi Kurdistan.

Schools Against Deportations

<http://www.schoolsagainstdeportations.org>