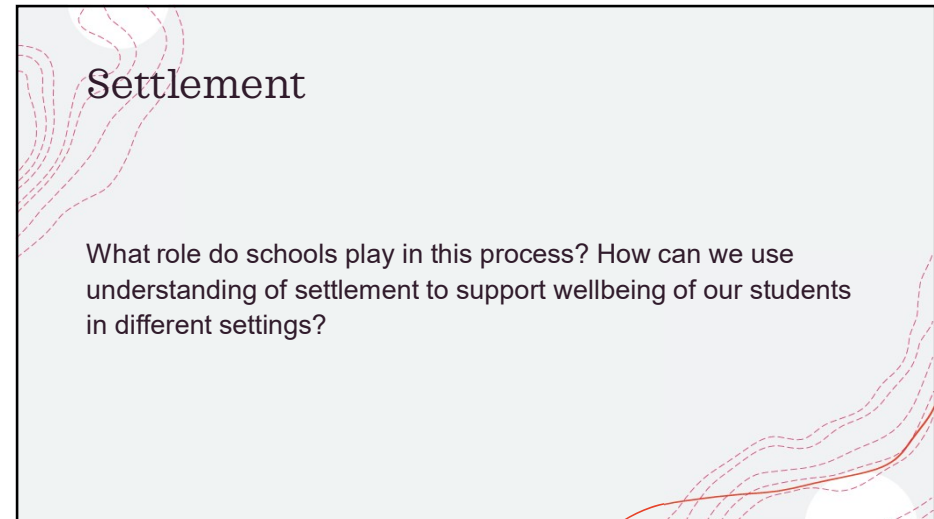
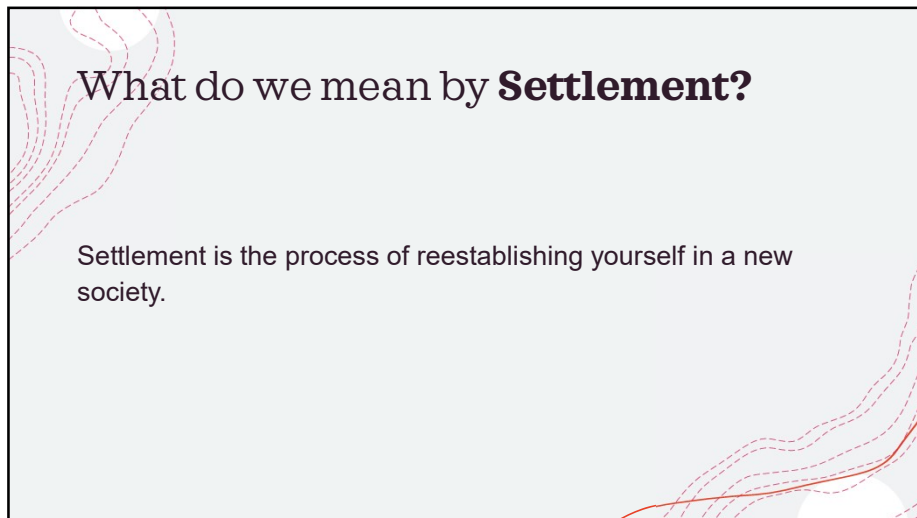




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4

Settlement

'International studies of immigrants' acculturation strategies and their adaptation reveal a general pattern: those who acculturate using the integration strategy, being engaged in both their heritage culture and in the society of settlement, achieve higher levels of adaptation.'

Bhugra, Dinesh and others (eds), 'Migrant acculturation and adaptation', in Dinesh Bhugra (ed.), Oxford Textbook of Migrant Psychiatry, Oxford Textbooks in Psychiatry (Oxford, 2021; online edn, Oxford Academic, 1 Jan. 2021), <https://doi.org/10.1093/med/9780198833741.003.0036>, accessed 1 Aug. 2023.

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- + Education
- + Employment
- + Health and Wellbeing
- + Housing
- + Language Services
- + Transport
- + Civic participation
- + Family and social support
- + Justice
- + Finance

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Figure 1
A Conceptual Framework Defining Core Domains of Integration

The diagram illustrates a conceptual framework for integration, organized into four horizontal layers:

- Markers and Means:** Employment, Housing, Education, Health
- Social Connection:** Social Bridges, Social Bonds, Social Links
- Facilitators:** Language and Cultural Knowledge, Safety and Stability
- Foundation:** Rights and Citizenship

Alastair Ager, Alison Strang, Understanding Integration: A Conceptual Framework, Journal of Refugee Studies, Volume 21, Issue 2, June 2008, Pages 166–191, <https://doi.org/10.1093/jrs/fen016>

7

OECD

Reviews into Migrant Education:

- 2010 Closing the Gap
- 2015 Immigrant students in schools
- 2018 Resilience of students with an immigrant background
- 2019 Road to Integration

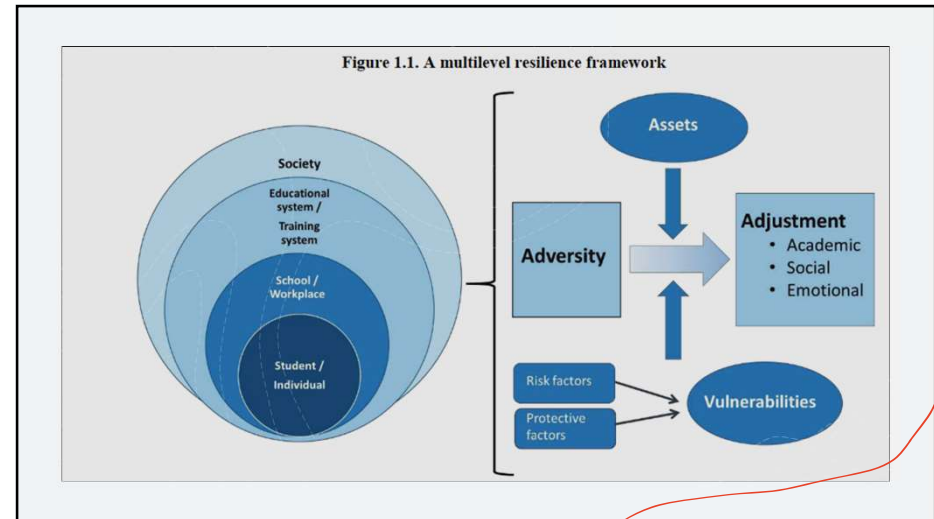
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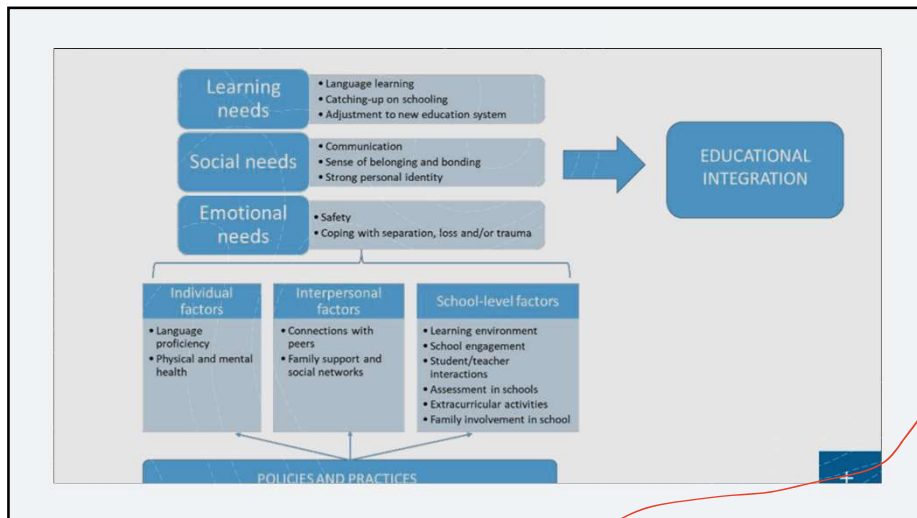
2019 – Road to Integration

- Wellbeing: partnerships between schools, universities, hospitals, community organisation and social systems
- Wellbeing: understanding specific risks and vulnerabilities
- Wellbeing: developing social and emotional competencies
- Wellbeing: organise our resource to reduce influence of social and economic status

9



10



11

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Schools and teachers are aware of and responsive to the education challenges faced by newly arrived young people that are distinct to those of their Australian born and non-migrant peers.

12

How do schools support settlement?

- + Understanding risks and vulnerabilities
- + Building policy and practice from strength-based approaches
- + Thinking broadly about education for migrants – health, legal, employment, pathways, justice, finance, life skills, Australian culture, globalised futures and lives.

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Multicultural Youth Advocacy Network Australia (MYAN)

National Youth Settlement Framework (NYSF):

'Their settlement needs are distinct from adults (due to their age, developmental stage, position within the family and role they often play in supporting the settlement of family members) and they commonly face additional and more complex transitions than their Australian-born counterparts.'

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YOUTH SETTLEMENT

- + Navigating multi-cultural identity
- + Positive cultural and religious expression
- + Understanding Australian culture and society
- + Access and capacity to navigate a range of services
- + Sense of belonging in Australian society

15

Support for Settlement in Schools

How can schools support settlement for young people?

- + Employment and further pathways
- + Building social networks
- + Providing access to civic institutions
- + Supporting health and wellbeing

16

Active Citizenship

The optimal settlement outcome for young people is active citizenship.

*CMY - "The formal and informal ways that young people engage and contribute to the community and broader society."*⁸²

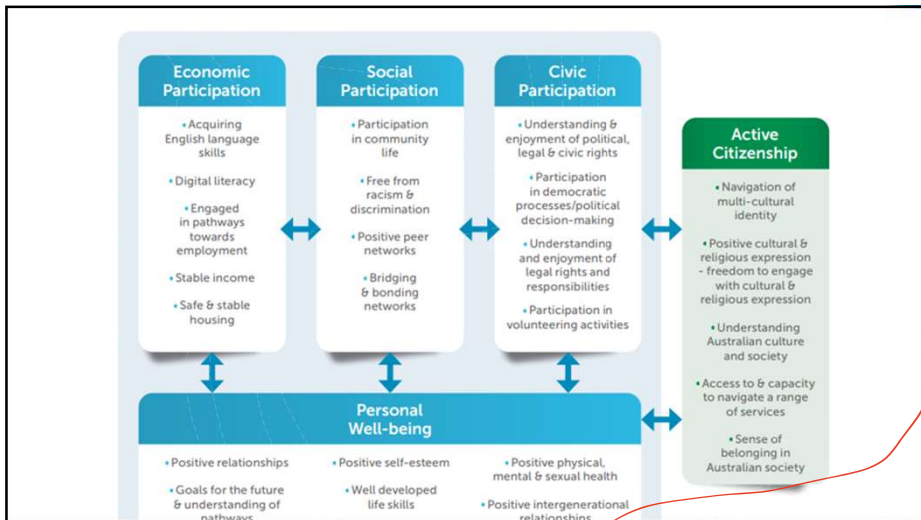
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Active Citizenship

Active citizenship is comprised of four key domains:

1. Economic participation
2. Social participation
3. Civic participation
4. Personal well-being.

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Social Participation

- + Participation in community life
- + Free from racism and discrimination
- + Positive peer networks
- + Bridging and bonding networks

20

Civic Participation

- +Understanding and enjoyment of political, legal, and civic rights
- +Participation in democratic rights process/political decision making
- +Understanding and enjoyment of legal rights and responsibilities
- +Participation in volunteering activities

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Personal

- +Positive relationships
- +Goals for future and understanding of pathways
- +Positive esteem
- +Life skills
- +Positive physical, mental and sexual health
- +Positive intergenerational relationships

22

What could active citizenship look like in schools?

Settlement lens to reimagine what education for migrants and refugee could be like in Victorian schools....

23

Educational Opportunities:

- + Connect and contribute to community
- + Build social networks
- + Civic participation

24

Supporting Settlement

'It is important to include the hopes, aspirations and insights of young people from refugee and migrant backgrounds, providing opportunities for them to contribute to building both their own future, and that of the community...'

25

What could active citizenship in schooling look like in practice?

Policy	Wellbeing	Connection and Opportunities	Curricular
Positioning strengths	Support building peer and social networks	Civic and community institutions	Legal, cultural, social systems in Australia
Settlement and/or adjustment measures	Tailored wellbeing	Work and volunteering	Australian migration identity
Mitigating impact of social or economic status	Identity Developing community and belonging	Participation in local communities Pathways	

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Building on strength..

'it is important to recognize and build on these in policy and service design and delivery, rather than emphasizing a lens of risk and vulnerability...'

- + Cross cultural competence
- + Multilingual skills
- + Adaptability
- + Strong sense of family
- + Strong sense of community
- + High educational aspirations
- + Value in democracy and community

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Good Outcomes

- + Reaching parity in language/literacy and academic outcomes
- + Tailored social and emotional support
- + Support settlement in terms of supporting *active citizenship*
- + Assess **school performance** around supporting settlement outcomes

28

PANNEL
DISCUSSION

vicTESOL

Supporting English language teaching,
learning and multicultural education

29

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