## Discussion questions for preservice teachers and educators

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| Video resource *‘Refugee background young people talk about aspirations and educational success’* The video depicts five young adults of refugee-background sharing their experiences navigating education, cultural identity and parental aspirations as they build on their academic success, pursue their own aspirations and make the most of their opportunities for a better future.<https://www.youtube.com/watch?v=5bZR7UDWVk8&list=PLuKE0ROYHJPncPSghu4irQR3xQr-JorEJ&index=1> |

Discussion questions for pre-service teachers and educators to:

* facilitate a deeper understanding of experiences of refugee-background children
* further build a strengths-based perspective for relating with refugee-background families

Educators are welcome to adapt the questions to suit individual contexts.

1. What experiences have you had any experience of interacting with refugee-background students in either your personal or professional life?
2. What do you know about the waves of humanitarian migration to Australia? Are you aware of the difference between asylum seekers and refugees? Are you aware of the percentage of refugees in relation to overall migrations into Australia? What is your knowledge of global refugee areas of current crisis?
3. Did the experiences of any of the young people in the video resonate with you or prompt you to consider the world differently?
4. Freshta says; ‘We have to do well, that’s our purpose in life’. Why do you think Freshta made this statement? To what extent do you think this is a common experience for children of refugee-background families? What variables may impact this?
5. Jenny says ‘It’s an asset being from a refugee-background and speaking more than one language’. How would you articulate the benefits of maintaining home languages to refugee-background parents? How might you recognise, value and build on the language and cultural resources that refugee-background students bring to their education?
6. Freshta says that it took herself some time to accept ‘all parts of herself’. What do you think Freshta means by this comment? How does this align with other children you know? How might you support children who are going through similar experiences to Freshta?
7. Simion describes himself as ‘cosmopolitan’. How would you define ‘cosmopolitan’? In what ways do you think this is the same or different from bicultural/ multicultural? How so?
8. Sonia talks about the opportunity to be safe in Australia and get ‘the education that we deserve’. She also says that she ‘just wanted to be an educated girl’ and that she was proud to be the first in her family go to university and take her parents to graduation. Why do you think gender-equity is an important educational issue? What is your awareness of the variation in education backgrounds of refugee-background parents? How might this impact their understanding of the context of Australian educational settings?
9. Raghad talks about her father supporting her ‘no matter what’ even though he doesn’t know about what and how she is learning at school. How can parents be supported in understanding how their child is going? How might you support parents understanding of education contexts and communicate effectively with parents so they can work in partnership with you?
10. Simion talks about his parents wanting the children to do better than they did and to pursue their dreams and Jenny talks about discussing her own aspirations with her parents. What ways could you discuss aspirations with parents? What role could schools play in supporting such proactive discussions between parents and children?
11. How significant do you think educators can be in mentoring children from refugee-background? Have you experienced this?
12. ‘Advice to your younger self’: becoming less shy, asking more questions, reading more, embracing change and being open-minded, playing more sport. What other aspects do you think children of refugee-background would benefit from and why?
13. Has watching the video affected the way you see students and their families from refugee background in any way? How might this be translated into your own pedagogy?

Citation:





