



Pupil Mobility



Information for staff who are new to Service Children's Education

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Pupil Mobility

- **Mobility and Service Children**
- **The transition process**
- **Features of a mobile childhood**
- **Benefits and challenges of mobility**
- **Preparing pupils for moving**



Number of Service Children

- **Approx 12,000 overseas in SCE schools in Germany, Belgium, The Netherlands, Gibraltar, Cyprus, Belize, Brunei, Italy, Denmark**
- **Another 1,000 overseas but not in SCE schools**
- **Approx 80,000 in UK**



Definitions

- **OED: the state of being disturbed, in commotion, tumultuous, insubordinate, riotous**
- **Forces: regular movement and frequent changes of house, school, area and friends**

Dobson and Henthorne (1)

- Mobility Rate (JPL)
- $$\frac{\text{Pupils joining} + \text{pupils leaving}}{\text{Total school roll}} \times 100$$

Dobson and Henthorne Report (2)

- **Mobility rate of more than 20% + is considered to be high**
- **Schools with forces children had some of the highest mobility rates**
- **They also had the least stable core of pupils**



Experience of Moving

- **Many units will move together at frequent intervals**
- **Other families will move on individual 'trickle postings'**
- **Whilst a family is overseas there will probably be periods of deployment**



The Transition Cycle

- **Involvement**
- **Leaving**
- **Transition**
- **Entering**
- **Re-involvement**



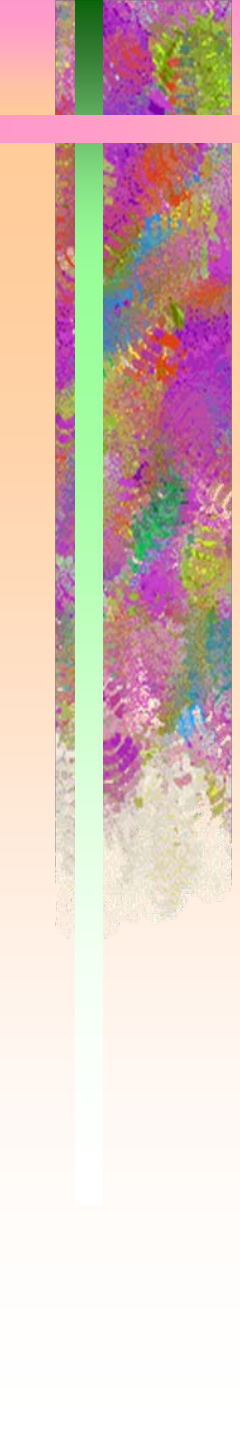
Transition - Disengagement

- Pupils may begin to disengage up to 6 months before the move
- Energy and emotion devoted to planning ahead
- Pupils may be excluded by peers or may exclude themselves



Transition - Moving

- **A busy and chaotic period**
- **The pupils' needs may be overlooked**
- **Excitement and anticipation**
- **Sadness, grieving**
- **Loss of confidence and self esteem**



Transition - Re-engagement

- **May take up to 6 months to feel fully involved in the new location**
- **Some pupils will feel a huge sense of loss**
- **Some pupils may experience culture shock**
- **Parents will need time to adjust and settle as well as pupils**



Third Culture Kids

- **Young people who have spent part of their development years living overseas because of their parents employment.**
- **Will have no sense of belonging to the country they currently live in or to their passport country. Instead, they will feel they belong to others who have had a similar experience (a third culture)**
- **(Pollock and Van Reken 2000)**



Global Nomads

- **Alternative to TCKs**
- **Young people have a sense of belonging nowhere in particular and anywhere where there are others with similar life experiences**



Service Children

- **May have a strong sense of belonging to the service community**
- **May deal with transitions best when they move to schools with a high number of service pupils**
- **Their overall development will be affected by mobility**



Benefits of Mobility

- **Adaptable and flexible pupils**
- **Confident in change**
- **Wide network of friends**
- **Worldwide perspective**
- **Value relationships**
- **Sense the importance of 'now'**



Benefits of mobility

- **Establish deeper relationships**
- **Develop closure skills**
- **Mature compared to peers**



Challenges of Mobility

- **Social Chameleon**
- **Migratory instinct**
- **Too many relationships**
- **Accumulate loss and grief**
- **Emotionally 'flat'**
- **Reluctant to engage**



Mobility - Challenges

- **Difficulty in planning**
- **Latent adolescent**
- **Quick release response**
- **Guarded/ Insulated**



Helping pupils to deal with moving - Leavers

- **Establish an E-mail link with a pupil in the new school**
- **Keep accurate records of progress and current targets**
- **Help resolve any conflicts with other pupils**
- **Plan farewell rituals**
- **Affirm relationships and achievements**
- **Think positively about the future**



Helping pupils deal with moving - Joiners

- **Have an induction pack which pupils have helped to prepare**
- **Have information for parents about your class**
- **Nominate other pupils to be mentors for new arrivals**
- **Encourage pupils to talk about where they have been**



Preparing for Moving

- **Create opportunities for pupils to talk about their experiences of moving**
- **Be cognisant of the transition cycle, the time scales and emotional upheaval that can be involved**
- **Look out for signs of separation anxiety**
- **Read relevant literature....The Third Culture Kid Experience is highly recommended**