Building Inclusive Community Through Sport.

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My role “cultural liaison” at St Joseph’s Flexible learning Centre.

- Working in a flexible school with young people that have challenging behaviours.

- Students from diverse backgrounds: Refugees, Asylum seekers and main students

- Plays sport: Asylum Seekers students VS non-asylum seekers students.

- Sport breaks the fear of unknown group and racism behaviours.
Sport has social and cultural value in many societies, and a high level of individual/group interest.

Sport can be a fun, non-threatening and informal way to bring young people together to improve inclusion.

Improve health-related behaviours and communicate messages.
what we know about Sport?

- Sport can address barriers to inclusion
- Act as a platform for building knowledge and awareness.
- Build relationships within and between communities.
- Foster peer to peer communication that can be crucial in building a bridge, attitude shifts and behaviour change.
Building an inclusive community through sport engagement.

- To work within an inclusive community required leadership and encourages.
- There must be a reason or need to have an inclusive community.
- Could be a crisis or calls to respond to the needs of community.
- Understanding and educating public/team about the need of inclusive community.
Our Inclusive Community.

- Valuing diversity
- Works closely with all community.
- Respects all young people.
- Gives them access to education, and promotes understanding and equal treatment.
- Engages all staff members and young people in decision-making processes.
- Responds quickly to anxiety and other discriminating incidents.
Cultural competence and skill development

- Respond to sensitively.

- Assist students’ to understand roles, expectations and routines

- Adapt teaching strategies to provide intensive support.

- Recognise impact of students’ commitments and responsibilities on ability to engage in school (e.g. lateness / absences).

- Provide opportunities to regain sense of hope, control and self-worth.

- Strengths-based approach to educational and resettlement challenges.
Maintaining resilience and reflective practice.

- Value differences in culture and language.
- Be aware that a person is seeking your support.
- Be ready to learn from them.
- Seek support from skilled people when necessary.
- Recognise the warning signs of vicarious trauma.
- Be aware of your own cultural norms and world view and how this influences your work.
- Have an open mind and global view when working with different groups.
Questions and Discussion
References

- Tipping, S. 2010. Meaningful Being: The experiences of Young Sudanese–Australians, PhD research, University of Melbourne
- Refugee Council of Australia, (2010) A Bridge to a New Culture Promoting the participation of refugees in sporting activities, abridged report, NSW