

# Forced Marriage Professional Learning Package

This Professional Learning Package (PLP) has been developed by ACRATH for Australian secondary school teachers, Student Welfare staff & support staff - who will be involved in the delivery and/or support of the forced marriage learning & teaching materials contained in the prevention-focused document:

[My Rights – My Future – forced marriage](#) – A Kit of Curriculum Materials for Australian Secondary Schools (updated June 2020).

This Kit is available for free download on the Forced Marriage page at [www.acrath.org.au](http://www.acrath.org.au) and on the [mybluesky.org.au](http://mybluesky.org.au) website. Just go to the mybluesky Resources page to locate a copy

**There are five components that comprise this Professional Learning Package (PLP):**

- 1. Understanding what forced marriage is, and how it differs to arranged marriage**
- 2. Knowing about Australia's laws in relation to forced marriage**
- 3. Reflecting on the sensitivities and complexities in relation to forced marriage and the way to best respond**
- 4. Preparing for possible referral situations**
- 5. Planning for delivery of the learning & teaching materials**

## Purpose

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To be able to deliver learning & teaching materials related to forced marriage, it is essential that educators, Student Welfare staff and support staff have adequate knowledge and understanding of the issues

2

To acquire the knowledge and understanding required, it is recommended that teachers & support staff complete this Professional Learning Package



*Some of the biggest decisions that I will ever make in my life need the most guidance from the trusted adults in my life...my teachers and the staff at my school will be very important in this process*

ACRATH recommends you develop a Folio as evidence that you have completed the Professional Development Package activities. The Folio may be developed digitally. The materials developed by the Department of Home Affairs are pivotal to this Package.

The Home Affairs information is located at:

<https://www.homeaffairs.gov.au/about-us/our-portfolios/criminal-justice/people-smuggling-human-trafficking/forced-marriage>

To empower young people is to give them a voice,  
to help them to advocate for their own rights and for the rights of others

*There are many life decisions that I will have to make in time...what I want to do and be...where and how I want to live...with whom I want to share my life journey...if, whom and when I want to marry.*

*All these big decisions take time and cannot be rushed. That means that I need to grow in my understanding of myself and what it is that I want from life.*

*I will need help me to grow in readiness for these decisions*



## **Component One:**

**Task 1** – Identify what you already understand about forced marriage.

Record your understandings on a Concept Map, taking into account as many aspects of the issues around forced marriage as you are able

**Task 2** - Now list what it is that you want to better understand about forced marriage as a result of your completion of this Professional Learning Package, so that you are well prepared to deliver the learning and teaching materials to your students

**Task 3** – Now go to the [mybluesky.org.au](http://mybluesky.org.au) website and navigate it fully. This website has been purpose-designed by Anti-Slavery Australia for use by professionals, and for those in, or at risk of, forced

Forced marriage is not limited to any particular cultural group, religion or ethnicity

## **Component Two:**

**Task** – To enable you to know more about Australia's laws relating to forced marriage you will need to complete a summary of the materials provided on the Home Affairs website. Go to-

<https://www.homeaffairs.gov.au/about-us/our-portfolios/criminal-justice/people-smuggling-human-trafficking/forced-marriage>

Read carefully through all of the materials on this part of the website in relation to forced marriage. As you do so make point-form notes that you will be able to return to at any time. You may also like to make copies of the documents for future use.

As a young person I need to know what my rights are under the law, so that it is truly my choice if, whom and when I marry, and so that I can access my rights and the supports required should my rights be taken from me



### **Component Three:**

When delivering any materials related to laws in Australia, teachers need to take the time to reflect on the way that this material can be best handled. So, the **Task** for Component Three is to reflect on the following, journaling your reflections in a meaningful form for you

- ***Do I bring any biases or pre-conceived ideas to this material?***
- ***How do my own beliefs & values sit within this issue? What sensitivities do I need to bring to the materials?***
- ***How can I best deliver the materials, acknowledging the sensitivities & complexities involved in this issue?***
- ***How will I handle the sort of questions and discussion that may arise around the issue?***
- ***How can I help the students to be non-judgmental and to avoid stereotypes?***



## Component Four:

### Protocols and Procedures for schools

Whilst implementing the forced marriage learning & teaching materials, it may be possible that a teacher/student welfare support person/principal becomes aware of a young person who is in, or at-risk of, forced marriage.

In order that schools are in the best position to protect an at-risk young person, the Protocols and Referral Pathways outlined in Appendix One of the *My Rights – My Future forced marriage* Kit are to be enacted.

Please carefully work through the Appendix One suggested procedures for meeting with a young person who is in, or at-risk of, a forced marriage.

It is very important that your school has some practical arrangements put into place to ensure the safety of the young person, and to protect the person's privacy and confidentiality, prior to being faced with this situation.

Please note that for a student under the age of 18 years in this situation, Forced Marriage is a **Mandatory Reporting** issue as forced marriage is abuse and has interconnectivities with Family and Domestic Violence. You will need to be familiar with your state or territory's Mandatory Reporting legislation and procedures.

#### Task 1-

Make a copy of the **Protocols and Procedures for Schools in Appendix One of the Kit** and place them into your Folio. Highlight the information that you consider to be most critical. Make a copy of the current Mandatory Reporting legislation and procedures for your state or territory from the website identified in Appendix One, and make yourself familiar with these documents. Add them to your Folio

#### Task 2 –

Check with your principal or member of the school leadership team to see if there are already procedures in place for dealing with forced marriage reports – where a student makes a disclosure or where a report is received. If there are procedures in place, make a copy of them and place them into your Folio. If not, discuss the matter and come up with a procedure that can be approved by your principal. Make a copy for your Folio

*I want to be able to make informed choices & decisions for my own future*



## Component Five:

Taking a Deep Dive into the

### My Rights – My Future forced marriage Kit

#### Task 1-

There is a great deal of general information relating to forced marriage in an Australian context in the Kit. Take time to familiarise yourself with this background information and to make annotations about key points about which you need to be cognisant.

#### Task 2-

Begin to plan – through a ‘thinking in’ process – about the ways in which you have decided to embed the teaching and learning materials into your own learning program/s...

- At what year level/s will you target the use of which materials contained in the Kit?
- What will be the context within your existing curriculum foci? What connections to other areas of learning will you make?
- Which learning sessions outlined in the Kit do you intend to use? Why? How?



***After all, choosing to  
marry or not is a  
basic human right!***

## PLANNING INTENTIONS

Record some of your Planning Intentions which have arisen from your 'thinking in' on the previous page –

Target Year Level/s:

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Learning Context/s:

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Making Connections with previous learning:

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Learning Sessions to be accessed from the Kit:

*Original images – ACRATH volunteer model*

