

# **School Psychology and Involuntary Dislocation**

***Renos Papadopoulos***

The various phenomena of Involuntary Dislocation are becoming increasingly present, visible and felt in schools today, affecting in a multiplicity of direct and indirect ways not only the wellbeing of pupils and teachers, but also the inter-relationships between schools and the communities within which they are located. In this presentation, I will explore the various forms of Involuntary Dislocation phenomena that affect schools, and then I will address their implications as well as effective ways of dealing with them, in order to minimise their detrimental consequences.

Phenomena of Involuntary Dislocation are not limited to the lived realities of refugees and migrants, but also include all those situations that lead people to involuntarily abandon their home spaces, due to various upheavals and adversities. Society (and, indeed, psychology) tends to address these phenomena from the perspective of 'trauma'. Such a perspective has its merits, but it is restrictive, preventing us from, additionally, appreciating (a) the strengths that affected people are able to retain from before their exposure to adversity, and (b) their new strengths that they acquire as a direct outcome of being exposed to adversity. The value of such an expanded framework will be presented and discussed, especially with reference to school settings and wider educational contexts.