

TRAINING TOOLKIT

- pupil adaptation

EXERCISES MODEL 1



School Adaptability

as a key to develop a child's potential



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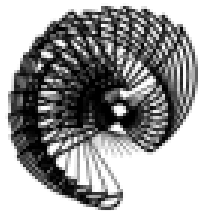


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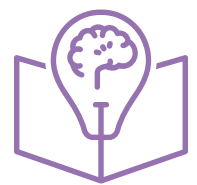
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TYPES OF MATERIALS

The Toolkit's main goal is to provide a practical integration to the two models in terms of tools, study materials and guidelines. It provides the possibility to practice with the tools included in the Models and new materials provided in this document, in order to serve as a training for the teachers and also a training for trainers, that is, those teachers who will be spokespersons for the Models in their school.

The Toolkit materials include:



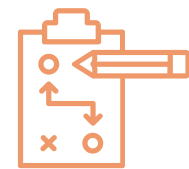
Factsheets:

theoretical and practical contents for the development of specific skills/mindset.



Case Studies:

contents to give teachers the possibility to learn from different experiences and actions and to reflect on how they could use or change them in their real circumstances.



Learning scenarios:

they provide the teachers with the possibility to interact with a possible situation and imagine how they could apply the tools and knowledge of the Models.



Activities:

specific materials to achieve goals with the class.



Monitoring and Evaluation tools:

questionnaires, checklists, evaluation tools and methods to check the progress and measure the effectiveness of the actions taken.



EXERCISES MODEL 1

The Model of Working with a Pupil Returning from Abroad to the Native Education System is an inclusive educational model to facilitate the challenging experience of migration - adaptation process of children (6-14 years old), support inclusive school communities for all students and create an effective teaching and learning environment.

The material in this section focuses on the 11 steps needed to best facilitate the integration of the student into the new school system. For each step, a practical aspect will be described to support the theoretical material presented in the Model 1. Again, the materials will be of different nature: factsheets, case studies, learning scenarios, activities, monitoring and evaluation tools.

Below is a navigation table of the materials in this area, broken down into the work steps according to Model 1, topic and type of material:

STEP 1

TOPIC

Prepare the child for the awaiting change

In the parents 'shoes

TYPE OF MATERIAL

Questionnaire

REFERENCE PAGE TO THE MODEL

STEP 1 page 28 >>

STEP 2

Meeting between the parents and the head teacher

How to prepare for a meeting with the head teacher

Choosing the class that will offer the pupil returning from abroad the best conditions

Questionnaire

Learning Scenario

STEP 2 page 29 >>

STEP 3

Meeting between parents and the school pedagogist/psychologist and the remigrant family assistant

Meeting with the parents of the new pupil

The initial relationship between the teachers, the parents and the school pedagogist/psychologist

Learning Scenario

Learning Scenario

STEP 3 page 30 >>

STEP 4

TOPIC

Prepare the class for the admission of a new pupil

The attitude of the class towards the newcomer

Prepare the class for the admission of a new pupil
-The choice of classmate guardian

TYPE OF MATERIAL

Case study

Learning Scenario

**REFERENCE PAGE
TO THE MODEL**

STEP 4 page 31



STEP 5

Develop part I of the Individual Plan of the Adaptation of a Pupil (IPAP)

Miklovan

Francisca

Case study

Case study

STEP 5 page 31



STEP 6

The pupil with his/her parents visits the school

Check list

STEP 6 page 32



STEP 7

TOPIC

Prepare teachers for the admission of a new pupil

There will be a new student in our school

Prepare teachers for the admission of a new pupil

TYPE OF MATERIAL

Case study

Learning Scenario

REFERENCE PAGE TO THE MODEL

STEP 7 page 33



STEP 8

The child spends their first day in the new class

Let's get to know each other

What connects us?

Activity

Activity

STEP 8 page 33



STEP 9

Support the child in the process of their adaptation

Back in Spain

Learning Scenario

STEP 9 page 34



STEP 10

TOPIC

Support the pupil's cognitive functioning and assist them in fulfilling their academic duties

The agreement between the parents and school representatives

Observation of the pupil's work during lessons and evaluating their school achievements

TYPE OF MATERIAL

Learning Scenario

Evaluation tool

REFERENCE PAGE TO THE MODEL

STEP 10 page 35



STEP 9

Evaluate the actions taken to support the pupil in his/her adaptation process

Evaluation tool

STEP 11 page 35





1. Prepare the child for the awaiting change

Before using the following tools go back to Model 1, if you haven't done so already, read Chapter 1 and go through the **QUESTIONNAIRE OF A PUPIL RETURNING FROM ABROAD TO THE NATIVE EDUCATION SYSTEM** in the Annexes - Appendix 1.

The following questions will help you to support the parents in better preparing the child for the changes that will happen in his/her life and will also help the parents to gain more awareness on how they can support their child.

READ IN MODEL 1:

Chapter 1



Appendix 1





TITLE

IN THE PARENTS 'SHOES

Goals for the teachers

Increasing trust between parents and children in the face of new change

Goals for the parents

To be able to help your child find a satisfactory emotional state in the face of this new news

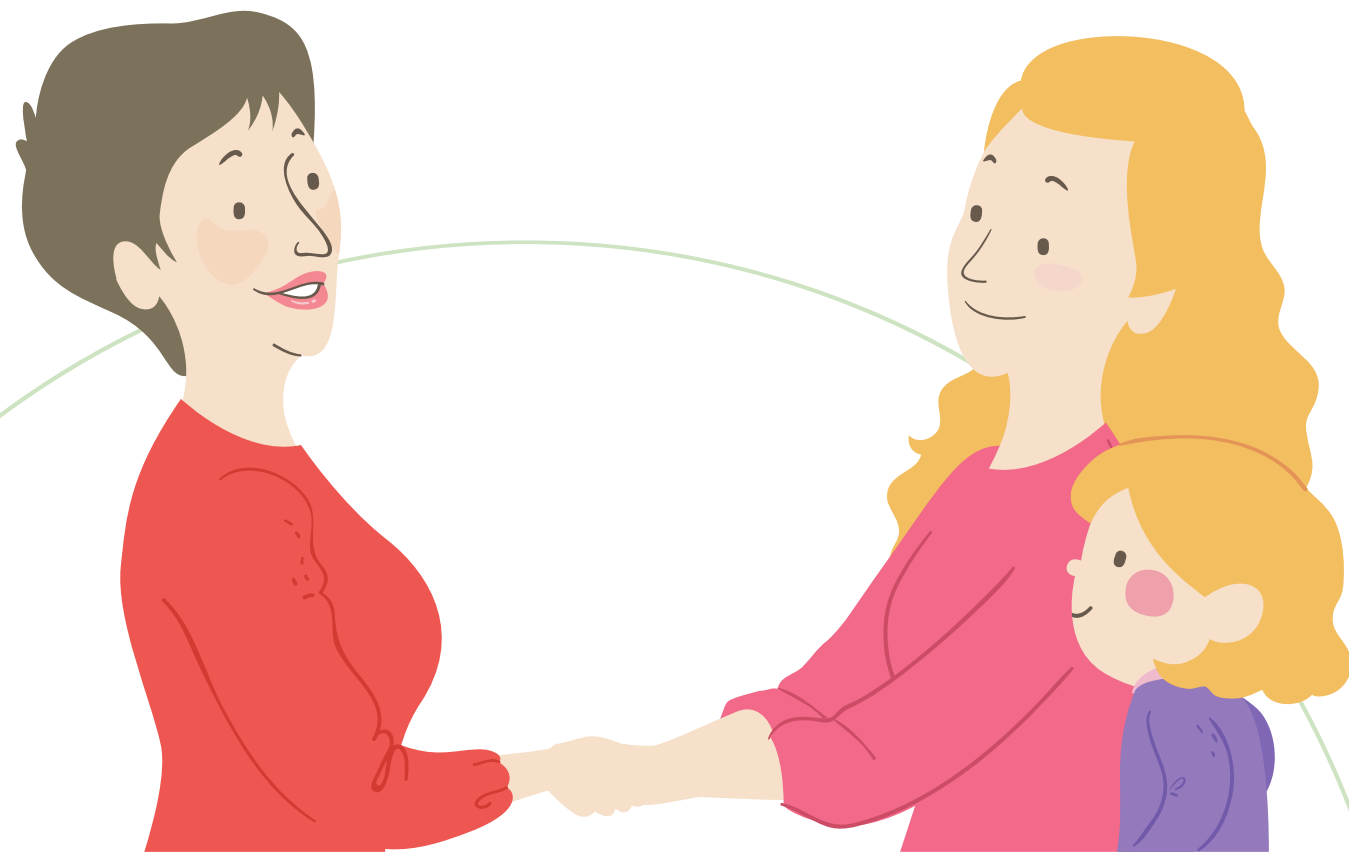
Questions

1. Do you know the right time to tell the news of the transfer?
2. How do you think your children feel about moving to the new school?
3. Does your child know why they are moving?
4. How can the children keep in touch with their old friends?
5. Is there a possibility to maintain some aspects of the children's routines after the move?
6. Have you taken your child's opinion into account?
7. Have you told them anything about the length of stay?
8. Have you shared with your child where they will go to school and what educational background they will have?



2. Meeting between the parents and the head teacher

The following questionnaire will help the headteacher to focus how the school is prepared to welcome the returning child. Before using these tools go back to Step 2 in the model at page. 29.



READ IN MODEL 1:

STEP 2 page 29





TITLE

HOW TO PREPARE FOR A MEETING WITH THE HEAD TEACHER

Goals for the teachers

Inform and maintain contact with families.

Goals for the parents

To know the people in the school and to know which school reports to refer to.

Questions

Questions to the director:

1. What documentation is required to register my child at this school?
2. What resources does the school have?
3. How much experience does the school have with foreign children?
4. Are there inclusive classrooms?
5. What is the school's inclusion plan?
6. Does the school have a support teacher?
7. Does the school have intercultural staff?
8. Does the school have an anti-bullying plan?
9. Which professional will be able to be with my child on the first days of school?
10. How is the teaching process organised in the school?





The following Learning Scenario will help you to practice with a possible situation and to reflect on the best outcomes and how to make sure the best results for the child are achieved.

TITLE

CHOOSING THE CLASS THAT WILL OFFER THE PUPIL RETURNING FROM ABROAD THE BEST CONDITIONS

Short description

At the first meeting between the principal and parents, basic information about the pupil is gathered and parents are introduced to the school and what it has to offer. The class the new pupil will attend is designated. Parents and the pupil are introduced to the tutor.

Description of the scenario

The principal, having learned the most important information about the child, decides to choose the class, taking into account:

- the presence of students from the same cultural background in the class;
- opportunity to develop interests;
- the learning of an additional foreign language;
- specificity of the class team (the most friendly to this pupil).

Reflection questions

Why do you think it is important for a pupil to be placed in the right class team?
What do you think will happen if the child does not connect with a peer?

Feedback

The class team is able to provide support in every area will bring:
peers relations, didactic support, feeling safe in a new place, communication, even when there are numerous language barriers.

Lack of contact with peers during the first days of a child's stay in a new school, in a new country, can cause closure and slow down or prevent the adaptation process.





3. Meeting between parents and the school pedagogist/psychologist and the remigrant family assistant

The following Learning Scenarios will help you to practice with a possible situation and to reflect on the best outcomes and how to make sure the best results for the child are achieved. Before Using this tool please go back and revise Step 3 of Model 1 at page. 30.

READ IN MODEL 1:

STEP 3 page 30





TITLE

MEETING WITH THE PARENTS OF THE NEW PUPIL

Short description

Description of the scenario

This exercise is connected to step 3 – a meeting between parents and the school pedagogue and the remigrant family assistant

1. Think of your current or former pupil who returned from abroad to the native education system and continued his/her education at the school where you work.
2. Describe the situation of this pupil and his/her family right after their return to their home country, before starting education in new school.
3. Develop a scenario of a meeting with parents, the aim of which would be to prepare and support parents in the effective adaptation of their child to the new school. Write down what should happen / what you should discuss at such a meeting, etc.
4. Consult the prepared scenario of the meeting with another, experienced, teacher. Ask for feedback and suggestions on what to change/add or remove from your action plan.
5. After receiving feedback from another teacher, make corrections in the scenario you developed.

Reflection questions

What are the conclusions of this task for your work with a migrant background family?
Which of these guidelines /conclusions will you use in your work?

Feedback

Go back to the description of Step 3 in the Model of working with a pupil returning from abroad to the native education system. Compare your scenario with the proposal in the Model.



TITLE

THE INITIAL RELATIONSHIP BETWEEN THE TEACHERS, THE PARENTS AND THE SCHOOL PEDAGOGIST/PSYCHOLOGIST

Short description

At the first meeting the teachers/educators/the school pedagogist/psychologist inform parents about: the requirements set by the school in terms of learning, how to help, how to react in new or conflict situations. Parents inform about their own and their child's expectations, talents, possible limitations due to a medical condition. A way of communication between parents and the school team is established.

Description of the scenario

Parents get to know the school experts: teachers, pedagogist/psychologist. Their role in the aspect of the student's adaptation and education at school is discussed. Teachers inform about the educational requirements of the subject and how to help with adaptation. The psychologist/educator indicates areas of emotional support in difficult situations for the child during the adaptation process. The remigrant family assistant will present areas for emotional support in difficult situations for the child during the adaptation process. The remigrant family assistant will introduce his/her role in the process of integrating the new student with peers and will say that they will be the link between the school and parents. He/she will be the interests spokesman of the new student.

Reflection questions

What do you think are the benefits of getting to know each other between parents and school staff?
What do you think might be important in the adaptation of a new pupil from the parent/psychologist/the remigrant family assistant/teachers' point of view?





Feedback

A positive relationship will be built during the meeting. Parents will talk about their child without fear. They will inform about their needs and expectations; strengths and weaknesses of the child. The pedagogue / psychologist will introduce how to work with a student returning to the home education system, discuss examples of support methods that the child and the parent can count on.

The remigrant family assistant will build a sense of security in the school-family relationship. The information provided by teachers will help parents to understand the requirements of the new education system.

It might be important to:

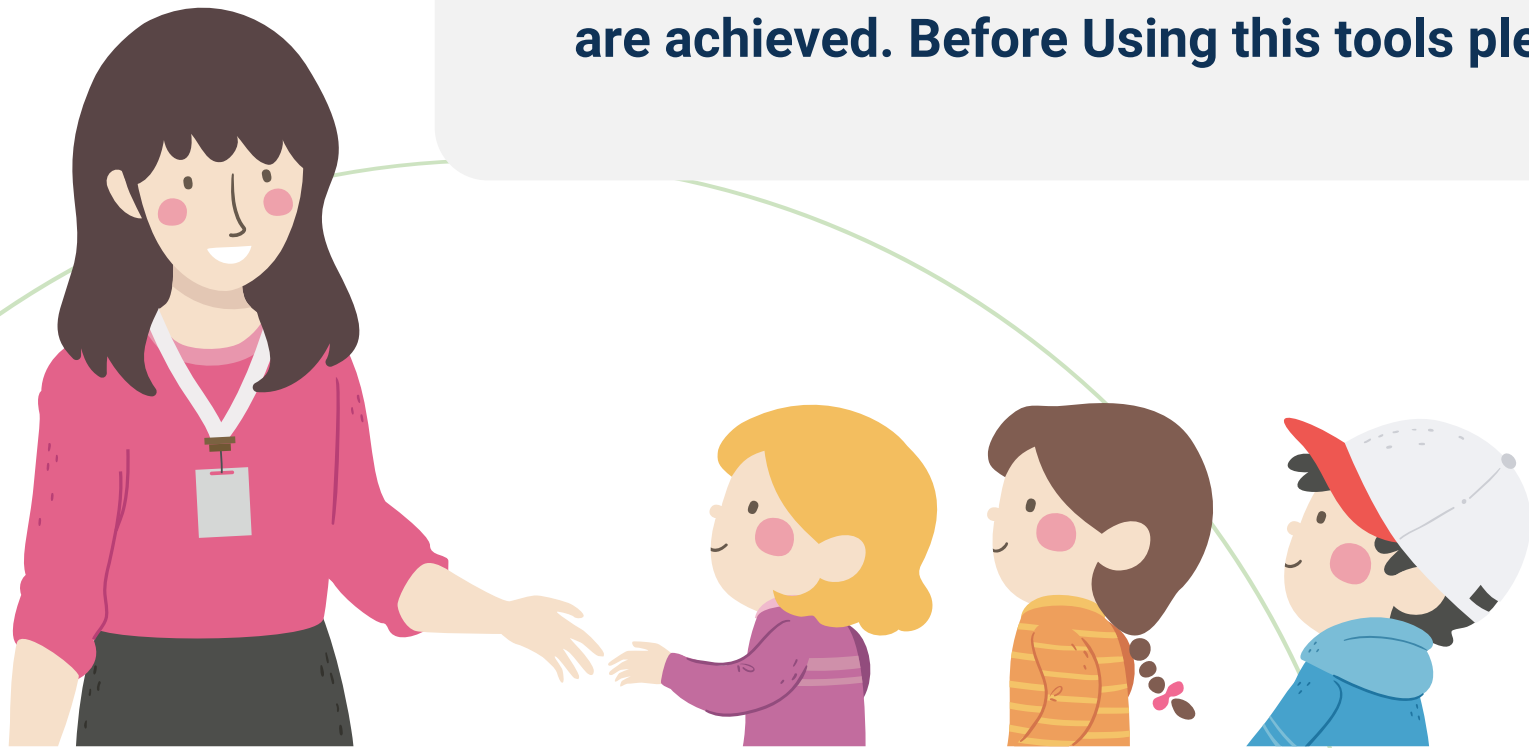
- feeling psychologically, socially and physically safe;
- achieving educational success;
- developing interests;
- finding yourself in a peer group;
- ability to communicate;
- seeking help.





4. Prepare the class for the admission of a new pupil

The following Case Study and Learning Scenario will help you to practice with a possible situation and to reflect on the best outcomes and how to make sure the best results for the child are achieved. Before Using this tools please go back and revise Step 4 of Model 1 at page. 31.



READ IN MODEL 1:

STEP 4 page 31





TITLE

THE ATTITUDE OF THE CLASS TOWARDS THE NEWCOMER

Short description

The study contains a description of the actions taken by the class teacher before a new pupil - Paul, who has returned to his home country after 5 years of education in the UK-, joined the class. The aim of the teacher's activities was to prepare pupils for the arrival of a new friend.

Description of the case

There are 24 children in the sixth grade of primary school - 18 girls and 6 boys. Anna is the class teacher. She is also a young mathematics teacher. Pupils in the class are very lively, cheerful and frisky during lessons. They are not a harmonious group - the girls stick together in three subgroups that compete with each other. Boys, on the other hand, are individualists - they have not built close relationships with each other, and they avoid girls. Pupils learn well, they are talented and always prepared for the classes.

The class teacher is demanding. The headmaster believes that she can teach maths very well. She is a very constructive, disciplined, introverted person, focused on mathematics classes.

Anna was informed by the headmaster that a new pupil – Paul – would join her class in two weeks and that Paul's family is returning to their home country from the UK. Paul had his last contact with the native education system in kindergarten. He has already started primary school in the UK. He is a calm, composed boy who likes to learn. At the British school, he easily established relationships with his peers, he had many close friends. He knows his native language very well - parents at home spoke only in their native language. Paul, according to his parents, is very positive about returning to his home country, he is full of curiosity about his the country and new friends, and at the same time full of fears about how he will be received at the new school.





Reflection questions



Anna informed the pupils about the new friend coming to their class. Children seemed to be indifferent to this news. Anna asked two pupils to prepare a presentation about the UK (culture, language, education system) for the next lesson - she wanted to familiarize the class with the country from which their new friend was coming. During the lesson, after the presentation prepared by the pupils, Anna discussed shortly with them what they can do to make their new classmate feel good in the class.

She mentioned that kindness, positive attitude, helping each other and openness are important. She asked the pupils to behave using these qualities toward Paul, when he joins their class.

On the same day, she sent a message to children's parents via online gradebook with a brief information about a new pupil who will join the class.

1. What else could the class teacher do to prepare the class for the reception of Paul? – create guidelines and tips for Anna.
2. What could be the tasks for other teachers and the headmaster when working with the class to which the new pupil is assigned?
3. What actions could be taken by the parents of the pupils in order to prepare other children for the reception of Paul?



TITLE

PREPARE THE CLASS FOR THE ADMISSION OF A NEW PUPIL - THE CHOICE OF CLASSMATE GUARDIAN

Learning Scenario



Short description

The class teacher prepares the class for the arrival of a new pupil. Pupils consider how they can help him/her adapt. They work out areas of support. The class teacher chooses a classmate guardian (with the consent of the pupil and his/her parents).

Description of the scenario

At the educational hour, the educator, together with the students, makes a choice of actions to help the new student. Justifies the need to appoint a classmate guardian.

The duties of the classmate guardian will include:

- accompanying the new student in the first meeting at school;
- establishing peer relationships with a new student;
- accompanying on the first day, week, month (depending on the need) in class and lesson situations;
- finding their way around the school; reading the timetable, helping to move around the school building;
- requesting help from the remigrant family assistant if necessary.

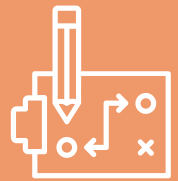
After learning about the duties of the classmate guardian, students choose the appropriate person for this function.

Reflection questions

Reflect on how you should lead the conversation with your students to choose the right person for the role of classmate guardian.

Why should the class be involved in the process of choosing the classmate guardian and developing his/her tasks?





Feedback

During the lesson, the pupils, together with the class teacher, will work out a set of duties for the classmate guardian. Learning about these responsibilities will allow pupils to identify the best person to fulfil this function. Choosing the right person is very important in the adaptation process of a new pupil in the classroom. Knowledge of the duties of classmate guardian by all students will allow one student to be replaced by another, if necessary.

It is the responsibility of the class teacher to inform the parents of the classmate guardian of his/her function.





5. Develop part I of the Individual Plan of the Adaptation of a Pupil (IPAP)

An important tool for the reception and integration of a pupil returning to his or her home country after a stay abroad is the Individual Pupil Adaptation Plan (IPAP).

The plan's function is to synergize the efforts of the adults surrounding the child's life, from teachers to family and psycho-pedagogical experts, as well as to coordinate the actions to be put in place so that they cover the two important macro categories highlighted by Part 1 and Part 2 of the IPAP.

Part 1 of the IPAP focuses attention on all those activities that facilitate the pupil's adjustment on the emotional-relational side. The second part expands the adults' gaze on activities that can facilitate curricular integration between the prior and present path and the specificities of the pupil.

To facilitate the use of the IPAP, two children's stories are described below, with the aim of offering a reference model in one case and in the other trying to stimulate the teaching team to synergistically construct a specific IPAP on the cues that the story offers. Also, before using these tools go back to the Model to revise Step 5 (page 31) and Chapter 3 starting at page 49.

READ IN MODEL 1:

STEP 5 page 31



Chapter 3 page 49





FIRST CASE

MIKLOVAN

Miklovan is 14 years old boy, Albanian, from Durrës, and has been in Italy for 8 years, since he was 6 years old. His family consists of his parents and an older sister. In Durrës they were reunited with his grandmother by going to live in her house. A few uncles are present, and many cousins of different ages.

The father, before moving to Italy, was a farmer and worked in the countryside outside the city, and the mother and sister did domestic work. Now they seem to have taken over a small piece of land. They are practicing Muslims and attend the mosque.

Miklovan began his studies in Italy as soon as he arrived, and after finishing eighth grade, they returned to Albania in Durrës. The return is driven by new economic opportunities and a desire to be reunited with his maternal grandmother and family.

The parents are somewhat concerned about Miklovan's integration at school because they think the school will be very different from the one he attended, and the boy, who is very shy, although with excellent grades, seems to be scared and worried especially about his relationship with classmates he does not know.

At school in Italy after an initial language difficulty he acquired a total understanding of Italian, reserving Albanian only for relations with family members.

In his schooling in Italy he was supported with language courses, externally instead he was placed in a youth center where he made many friends and several workshop activities, but never deepened one. He loves reading, not much playing sports and attending the mosque, when he grows up he would like to go to London to live and study math.

Case Study



Example of a possible compilation of the IPAP based on the information collected:

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SECOND CASE

FRANCISCA

Francisca is 11 years old, from Sceja, Romania. She moved to Germany at age 8 with her parents where she stayed for three years.

She has no siblings and is now returning to Romania because of the loss of her mother to cancer. Her father will remain in Germany for work and plans to return from time to time. The girl is being cared for by an aunt, her mother's sister who has two other young children.

Francisca started school in Romania, where she attended the first two years, ages 6 to 8, then continued in Germany for three years but with severe difficulties first in language and then in reading-writing German. School performance is sufficient, she seems not to be interested in any particular subject, makes friends quickly, but never fully participates in group work or games. She loves to draw, is sociable, and relates that she would not have wanted to return to Romania. She often talks about her mother and how she dressed well and was beautiful and kind.

In Germany she attended a theater workshop, but it seems with low involvement although she always wanted to go. In speech she has now developed a very good understanding of German and a good one in speech. Romanian was used a lot both in the family and outside, in the Romanian community that his parents frequented a lot.

Case Study



Now, based on the information that the second case offers, try to construct a specific IPAP as a team.



6. The pupil with his/her parents visits the school

The checklist “The pupil with his/her parents visits the school” is a tool to support the teacher in the implementation of Step 6 under the Model I, in order to further the pupil inclusion process.

The teacher should fill in, edit and update this checklist during the organisation of the new student visit to the school, and after it was held.

In fact, the purpose of this checklist is both to support the teacher in organising an effective visit and to provide him or her with a tool for evaluating the actions implemented in creating in the pupil a sense of security and familiarity with the topography of the new school building.

Below is a sample checklist with some of the possible tasks to follow and monitor.

STEP	TASK	YES	NO	NOTES
1.	Organise the visit (time, route, etc.) with the pupil and the parents			
2.	Identify and involve the classmate-guardian			
3.	During the visit, organise a brief meeting with the head teacher			
4.	During the visit, establish a friendly relationship with the child and giving him/her the opportunity to talk freely with his/her classmate-guardian			
5.	During the visit show the child and parents the main spaces of the school (classroom, canteen, gym, school library, labs)			
6.	During the visit, take breaks to allow parents and the child to ask questions and become familiar with the new school			
7.	Other			



7. Prepare teachers for the admission of a new pupil

The following Case Study and Learning Scenario will help you to practice with a possible situation and to reflect on the best outcomes and how to make sure the best results for the child are achieved.

Before Using this tools please go back and revise Step 7 of Model 1 at page. 33 and Chapter 4 from page 60.

READ IN MODEL 1:

STEP 7 page 33



Chapter 4 page 60





TITLE

THERE WILL BE A NEW STUDENT IN OUR SCHOOL

Short description

The study includes a description of the actions taken by the school's management and teachers, prior to the joining of a new student - Peter, returning to his homeland after 4 years of study in France. The goal of the management's actions was to adequately prepare the teachers to welcome the new student and create conditions for his proper readaptation.

Description of the case

One school implemented a plan to adapt students returning to their native education system. This was due to the need for adequate preparation of school procedures and personnel (teachers, school specialists), in view of the increasing number of cases of students returning from migration. The first step was to organize a four-hour training session on implementing the student adaptation process. Topics included: (1) the difficulties that children and their parents may face when returning from migration to their homeland; (2) the specifics of the adaptation process, (3) the role and tasks of the school in the adaptation process, (4) teachers' attitudes conducive to effective adaptation.

After this training, the school's management set up a team (a school pedagogue and two teachers with many years of experience), which was given the task of developing rules for the adaptation of a student returning from migration, which will be in force at the school. This document was approved by the management and teaching staff.

An important element of the adaptation process, included in the developed document, is the diagnosis of the student - his educational achievements, as well as his social and emotional functioning. Analysis of the student's previous academic performance in the foreign school is crucial. It is also important to familiarize teachers with the educational system from which the student arrives and the scope of the realized curriculum content of the various subjects.





Therefore, the educator and the school counselor conducted a diagnostic interview with Peter's parents. They inquired about (1) Peter's attitude toward returning to his home country (2) Peter's relationships with his classmates and his functioning in the peer group (3) coping with problems and stress, the level of resistance to failure (4) interests, hobbies, passions, and (5) previous school achievements including favorite school subjects.

They also asked for Peter's previous school records (certificates, a printout of the electronic journal, etc.).

This meeting was followed by a training session for the teachers who were to teach Peter. In the first part of this training, an invited expert introduced the teachers to the specifics of the French education system. In the second part, the educator and the pedagogue presented the results of the diagnosis of Peter to date (based on an interview with his parents and the documentation received).

On this basis, a preliminary plan for Peter's adaptation was developed - attention was paid to his strengths and possible areas that require teacher support and intervention (e.g., the need for individual lessons in his native language, equalization of curriculum differences in science and history was reported). It was also agreed on the principles of further diagnosis of Peter's educational achievements, which will be based on observation of the student's work during lessons and fulfillment of school duties. It was agreed that none of the teachers will conduct knowledge tests or exams.

In the third part, the educator briefly recalled the principles of the adaptation process - the role and tasks of teachers, and also pointed out behaviors that can positively affect the acceleration of learning adaptation to the new environment.





Reflection questions

Based on the cited case study, consider:

1. What else could the school management do? - How can teachers be even better prepared to welcome students returning to their home education system?
2. Develop a list of questions you would ask parents during the interview to diagnose the five mentioned areas of functioning of a student returning from migration.
3. What specific behaviors of teachers can contribute to faster adaptation at school of a student returning to the native education system?





TITLE

PREPARE TEACHERS FOR THE ADMISSION OF A NEW PUPIL

Learning Scenario



Short description

Description of the scenario

Teachers familiarise themselves with the educational system of the country from which the new pupil has arrived. They agree at a teacher team meeting ways to include the new student to the lesson process. Teachers plan to activate the student by including in the subject content, knowledge of the country from which he/she has arrived.

On the basis of IPAU, teachers learn about the profile of a new student. They pay attention to: program differences;

- assessment systems;
- strengths and interests;
- types of pupil-pupil , pupil-teacher relations in the country of arrival and the local education system;
- possible cultural differences;
- vocabulary of the country of arrival;
- communication skills, including knowledge of other languages;
- IT competences;
- possible health restrictions;
- needs indicated by parents.

Teachers reflect on how to use the new learner's knowledge in teaching subjects, e.g. by asking the question "What was it like in... (name of the country of arrival)".





Reflection questions

Think about what you would like to know about the new student if you could teach him or her?
Consider how you would use his/her strengths and interests in teaching your subject?

Feedback

Obtaining and analysing the information received will allow to intensify the didactic process based on the student's strengths . Cyclical meetings of the teachers' team will ensure the modification of the teaching process and the student's success.





8. The child spends their first day in the new class

The following Activities are designed to support the teachers in the adaptation process and help them achieve the best results for the single child and the classroom.

Before Using this tools please go back and revise Step 8 of Model 1 at page. 33 and in general Chapter 4 from page 60.

Please remember that the following activities are just templates and can be adapted to the situation in your specific classrooms.

READ IN MODEL 1:

STEP 8 page 33



Chapter 4 page 60





TITLE

LET'S GET TO KNOW EACH OTHER

Activity 1:



Description of the activity

Divide students into groups of 4-5 people (if desired). Give each group a sheet of paper. Explain what their task will be. Each group must draw a flower with a stem, leaves and as many petals on the sheet as the number of students in the group. Each petal is signed with the name of one student in the group. Each participant in the game on a petal with his name enters what distinguishes him from others, e.g. I like to play the piano. In the middle of the flower, students write down the features that unite everyone, e.g. we all like going on school trips, we like vanilla ice cream. On the leaves, each group writes down a jointly invented slogan, which concerns the principles of behavior and cooperation in the classroom.

Goals for the teachers

Integrating the class team with the new student, learning about the interests of their students.

Goals for the classroom

Getting to know the class with the new student, deepening the integration of students in the class, introducing the new student into the life of the class.

Instructions

Given in the description above

Materials

Sheets of paper, markers



TITLE

WHAT CONNECTS US?

Activity 2:



Description of the activity

Divide the class into two groups (or more if the class is large). Give each group 1 inflated balloon. Explain that the task of each student will be to write one question on the balloon that is about their interests or about something they don't like, e.g. what they like, what annoys them? After all the students have written their questions on the balloons, the groups exchange balloons. Students read the questions one by one, trying to guess who the author of the question is. The author of the question answers the question. Used questions are crossed out so as not to repeat them.

Goals for the teachers

Integrating the new student with the class, getting to know the students of the class better, obtaining information on the students' interests.

Goals for the classroom

Integrating students with a new classmate, getting to know each other's interests, which will facilitate the adaptation of a new pupil in the student team and strengthen bonds between students.

Instructions

Given in the description above

Materials

Markers, balloons



9. Support the child in the process of their adaptation

The following Learning Scenario will help you to practice with a possible situation and to reflect on the best outcomes and how to make sure the best results for the child are achieved. Before Using this tools please go back and revise Step 9 of Model 1 at page. 34 and Chapter 4 form page 60.

READ IN MODEL 1:

STEP 9 page 34



Chapter 4 page 60





Short description

Description of the scenario

After living in London for a few years, the family decided to move back to Spain with their eleven-year-old child (Sam). So now comes the time for him to be introduced to the whole class and to start socializing with his peers. Since it's difficult for him, the teacher organizes a lesson to help the child introducing himself.

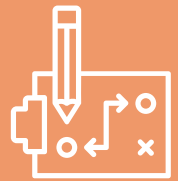
The teacher prepares the map of the world and images of famous people/ movie characters/ singers/actors coming from England and describes a few curiosities, not only about the people themselves but also about the culture and history in a way that is comprehensible and appropriate to the age of the students.

"Look, this is X and he/she also come from England like our friend Sam. He invented/discovered/ appeared in/sang Y..."

Another activity that could result to be useful is to watch a movie about the country, in this case, England. To familiarize the group with the landscape and provide them with a possible conversation topic between him and his classmates which can start with a very easy sentence - "Hey, I think your country is very beautiful."

Another thing worth considering would be decorating the classroom with photos of the particular country (in this case England) and flags or to greet the new student with English snacks or sweets, so that he could feel at home and the rest of the group could get familiarized with the typical food.





Reflection questions

- Will it boost respect and sympathy toward the new student that comes from abroad?
- Will students accept Sam as one of them after realizing that characters they like or people they admire come from the same country?
- Will the students feel the sense of purpose to make the new student feel at home when preparing food or decorating the classroom for him?

Feedback

I believe that thanks to the activity, the student does not seem to be strange to the other students anymore. Knowing that there is a person they admire that comes from/lives in the particular country blurs the line between acceptance and prejudice and fear. It is a nice way to get all students together, bring the culture of the new student closer and enhance understanding between the new student and the rest.

What is more, putting pictures of the previous country on the wall or preparing lunch brings the whole class together and gives them a common goal: to make the new pupil feel at home.





10. Support the pupil's cognitive functioning and assist them in fulfilling their academic duties

The following Learning Scenario will help you to practice with a possible situation and to reflect on the best outcomes and how to make sure the best results for the child are achieved. Before Using this tools please go back and revise Step 10 of Model 1 at page. 35 and Chapter 4 from page 60.

READ IN MODEL 1:

STEP 10 page 35



Chapter 4 page 60





TITLE

THE AGREEMENT BETWEEN THE PARENTS AND SCHOOL REPRESENTATIVES

Short description

All activities undertaken by the school: the development of the IPAU, the awarded activities developing interests and equalizing the level of knowledge are based on the consent of the parents. Each time, parents have the opportunity to add their comments to the documents that define the work with their child.

Description of the scenario

All the activities undertaken by the school: the development of the IPAU, the awarded activities for the development of interests and equalisation of knowledge are based on parental consent. Each time, parents have the opportunity to add their comments to the documents that define the work with their child.

The IPAU developed by the teachers is presented to parents. Parents have the opportunity to comment on the scope and form of work with their child. Parents may also suggest other solutions that, in their opinion, are worth using in working with their child. Parents know, understand and agree to cooperate with the school specialists: psychologist, pedagogue, subject teachers, migrant family assistant, classmate guardian.

Reflection questions

Why is it important for parents to be actively involved in the development of the IPAU?

Feedback

If parents feel that they can express their opinion in every situation and influence their child's learning process, the adaptation is successful.

Learning Scenario



The following grid is designed to support the teachers in the observation of the child during school activities:



11. Evaluate the actions taken to support the pupil in his/her adaptation process

The following grid will support the teachers in the implementation of Model 1 and the evaluation of the actions taken. It contains all the Steps of the Model and the gives the opportunity to note how the implementation was conducted, what had to be adapted and what worked well. The evaluation is paramount to the development of good practices in the school and will contribute to the creation of a seto of case studies and references to go back to and implement.