

TRAINING TOOLKIT

- pupil adaptation

TRAIN THE TRAINERS



School Adaptability

as a key to develop a child's potential



Co-funded by
the European Union

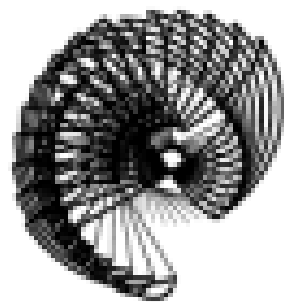


Co-funded by
the European Union



PARTNER

Fondazione Patrizio Paoletti



FONDAZIONE
PATRIZIO PAOLETTI

CONTENTS

TRAIN THE TRAINERS	3
Slideshow	5
Monitoring	5
Training program	7
Closing of the training	9
Tools for evaluation	11



TRAIN THE TRAINERS

The work proposed by the models is a choral work. It is not possible to imagine a teacher adopting the models alone. It is necessary to involve colleagues and the school management: there can only be one group moving in the same direction. A school's success in inclusion programmes lies in its ability to make such pathways an integral part of its teaching proposal, its mentality, its DNA. This section of the Toolkit provides guidelines to help create these synergies. It is a presentation to be used, together with the rest of the materials in this Toolkit, to share the two Models and introduce them to teachers, headmasters, psychologists, educators, in short any professional figure involved in the inclusion of pupils. Of course, guidelines for the course are presented, which will be adapted to the specific needs and requirements of each school.

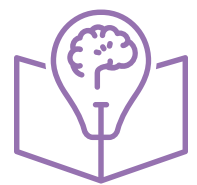




TYPES OF MATERIALS

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:



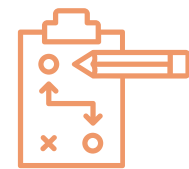
Factsheets:

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.



1. Slideshow

This work is accompanied by presentation slides for both Model 1 and Model 2 (see appendix). They are intended as a framework and support to go on building the specific pathway for each school. The presentations can be used to present the Models to the school teachers.

2. Monitoring

How to monitor: attitude and modalities

Monitoring refers to the process of checking progress toward a goal over time. This process makes it possible to re-calibrate actions if they deviate from the expected partial results. Thus it does not have the function of judging progress but of shared improvement. In fact, monitoring can only exist as a function of planning that sets a direction to follow, and where planning itself is influenced by monitoring, in a virtuous circularity.



Check list: what to monitor in each step of models 01 and 02

Monitoring is scheduled about 1 month after the start of the implementation of the models and just after the middle of the school year. It consists of a 1-hour meeting with the teachers who are handling the placements and the specialists involved.

Before monitoring, people called to the meeting complete the check list (see checklists in the toolkit Model 1 and 2 areas) and individually answer the "After Action Review" questions:

- 1) what was supposed to happen,
- 2) what was the reality
- 3) what went well
- 4) what did not go well
- 5) what should be changed for the next time.

Monitoring aims to:

- Be light and not take up too much time (except, of course, in problematic situations);
- Serve as data collection in preparation for the final evaluation meeting. The final meeting is the key moment when the educational and teaching experience becomes shared knowledge;
- Bring in as many voices of stakeholders as possible;
- Serve as a time for "peer education" among the teachers and specialist staff involved.

During the meeting, the participants share their reflections and feelings with respect to the integration and adaptation of new pupils. It is important to remember that monitoring of the process takes place on 3 levels:

1. Pragmatic level: execution and effectiveness of the various steps;
2. Socio-emotional level: emotions of people involved in the process;
3. Cognitive level: thoughts and beliefs about the insertions.



3. Training program

Session 1 (1h)

1. Characteristics of Pupil Returning from Abroad to the Native Education System (O1) or a foreign pupil coming to a new country (O2): psychological, sociological and pedagogical situation

Session 2 (2h)

- 2. The model
- 3. Q&A Session,
- 4. working groups (exercises BASED ON THE TOOLKIT): case studies, mindset exercises, activities...

Session 1 and 2



Check point 1

Session 3 (1h/2h)

5. Checkpoint 1

Check point 2

Session 4 (1h/2h)

6. Checkpoint 2

Final meeting

Session 5 (1h/2h)

7. Final meeting



Lesson program



SESSION 1

10 min	Introduction
10 min	Icebreaker
30 min	psychological, sociological and pedagogical situation
10 min	conclusions

SESSION 2

10 min	Introduction
10 min	Icebreaker
30 min	The model
10 min	Break
50 min	Q&A Session, exercises, case histories, working groups
10 min	Conclusions

SESSION 3

10 min	AFTER ACTION REVIEW: personal reflection exercise
40 min	Sharing
10 min	Conclusions

SESSION 4

10 min	AFTER ACTION REVIEW: personal reflection exercise
40 min	Sharing
10 min	Conclusions

SESSION 5

10 min	AFTER ACTION REVIEW: personal reflection exercise
40 min	Sharing
10 min	Celebration



4. Closing of the training

In this final part of the preparation of teachers, who accompany their colleagues in applying the methods and tools of Models O1 and O2, we address the closing of the journey.

Evaluation, again, has no function of merit or sanction, but awareness of the process carried out and the results that this process has helped to sustain.

The evaluation process therefore has the sole purpose of improving subsequent action, in a continuous process of improving educational and teaching efficiency and effectiveness.

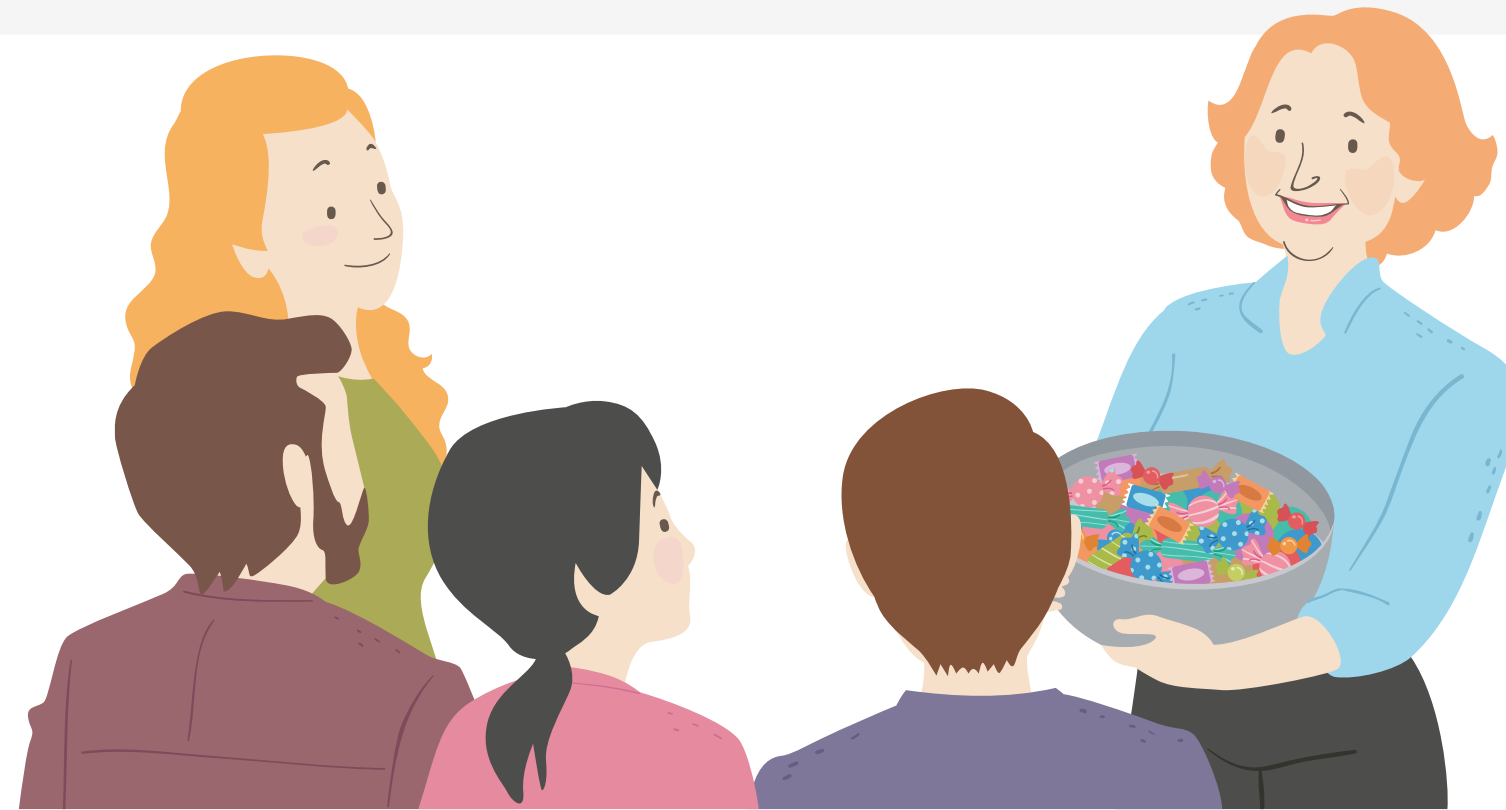
The areas to which to assign a value according to the trainer's perception and experience (and thus be able to draw a benchmark to be considered year after year) are:





At the same time, it is useful to collect an evaluation of the participants always with a view to increasing awareness and participation, not judgment. The tool that is proposed is the After Action Review.

Also known as the AAR, the model is a structured debriefing process to analyze what happened, why it happened, and how it can be done better. The AAR process was originally developed by the U.S. military, but now their use has expanded to organizations as an event management tool, but more importantly as a way to build accountability and group capacity for action.





5. Tools for evaluation

Self-evaluation for Trainer

THE TRAINER

1. How did you feel emotionally?
2. How do you evaluate your understanding of the patterns?
3. What is useful to review about the models?
4. How did you handle the relationship with the participants?



Self-evaluation for Trainer

THE TRAINING COURSE

5. How did the organization of the course work? The location and the training setting.

6. Was the pace and duration effective?

TARGET TEACHERS

7. How was the participation?

8. How were the participants' questions?

9. Did participants give direct feedback?
If yes, which ones?



AFTER ACTION REVIEW FOR TEACHERS

1. What was supposed to happen?

2. What was the reality?

3. What went well?

4. What did not go well?

5. What should be changed for next time?



To finalize the evaluation process, it is necessary to structure a strategic revitalization action. The form offered here draws attention to completed and unfinished actions, thus asking to specify concretely what can be continued, what can be stopped, and what can be added that was not done before.

To be completed by the Trainer.

LESSON LEARNED

1. What is best not to do again
2. What I need to do less of
3. What I need to do more of
4. What I need to keep doing
5. What I can start doing