



# *School Adaptability*

as a key to develop a child's potential

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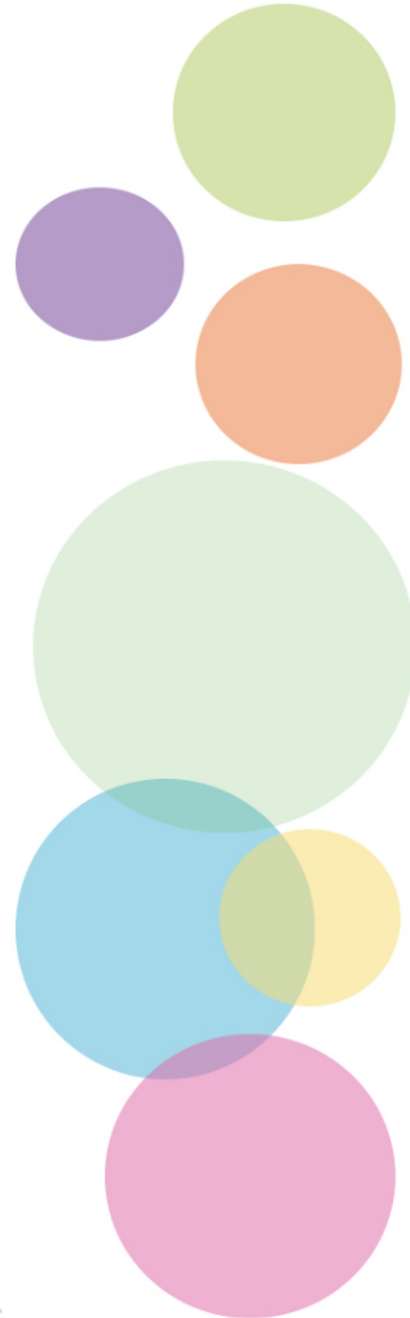
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**Train the Trainers: Model II Slides**

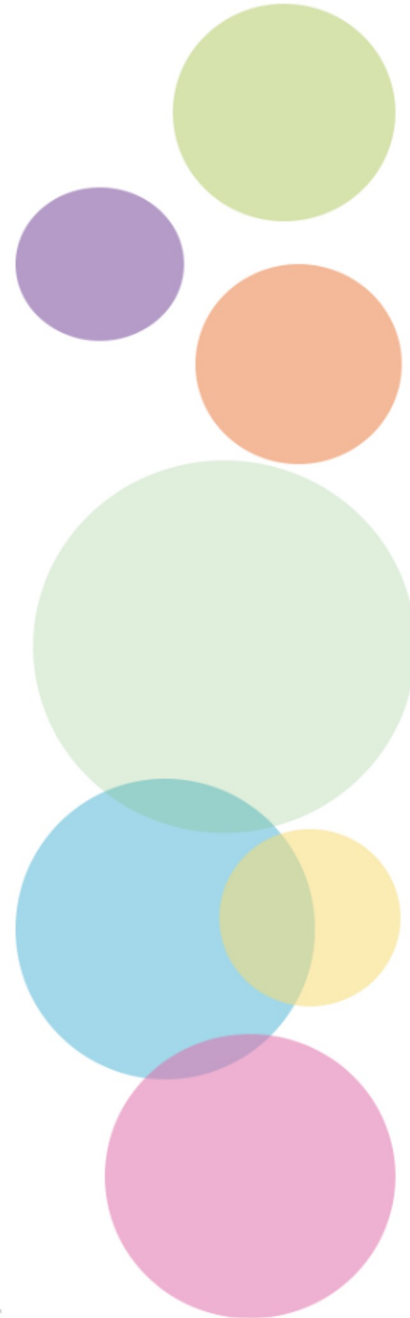
**PARTNER: Fondazione Patrizio Paoletti**

**DATE: 23/09/2022**



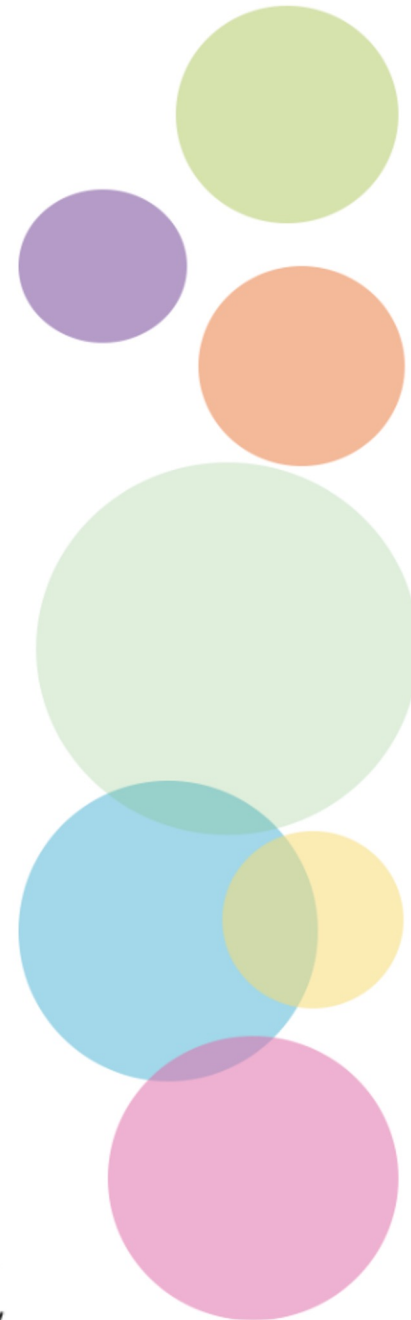
## PROGRAMM

- Psychological conditioning of foreign pupils coming to a new country
- Sociological and Pedagogical conditioning of pupils
- Problems of pupils
- The model
- Activities undertaken by teachers in the class
- Actions taken by teachers of other subjects



## Hand-out to be delivered:

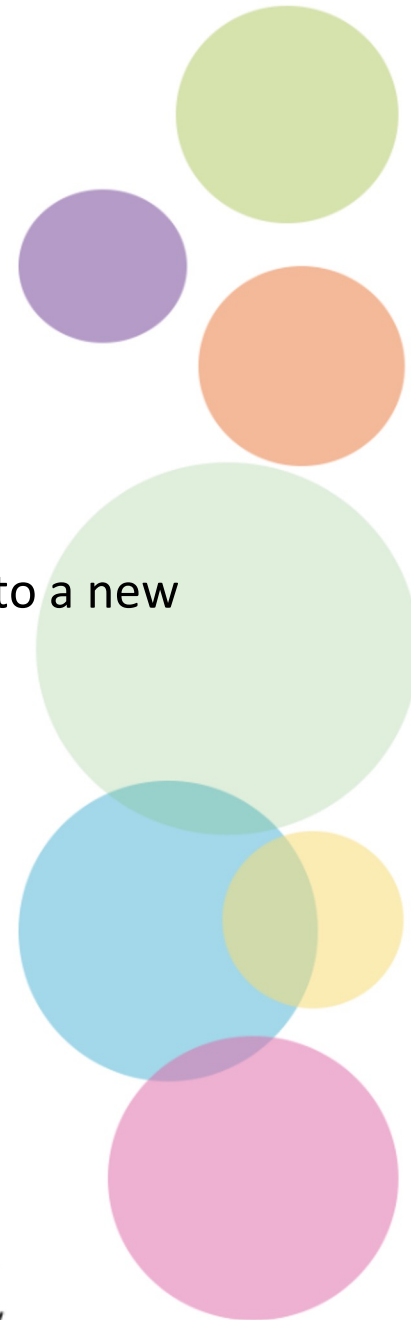
- Questionnaire of a Pupil Returning from Abroad to the Native Education System
- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4
- IPAP



## Psychological conditioning of foreign pupils coming to a new country

### Trigger question:

- What do you think are the main psychological characteristics of foreign pupils coming to a new country?
- Personal answer (5 minutes)
- Sharing (15 minutes)



# Psychological conditioning of foreign pupils coming to a new country

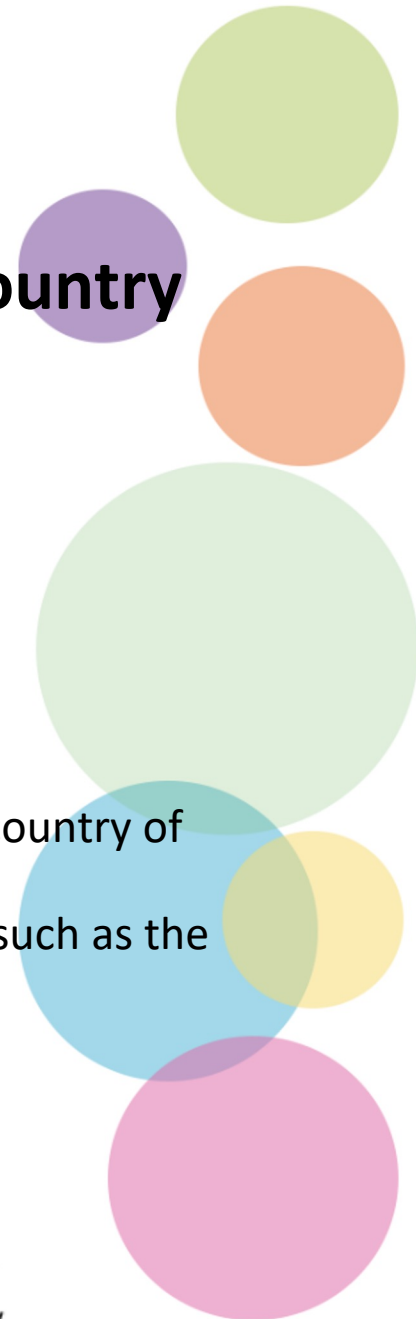
## 1. Migration-related stress

- a. Traumatic experiences prior to immigration
- b. Separation from friends and extended family.

## 2. Stress associated with residing in the new country

- a. Language problems
- b. Adaptation to the new culture, with different values, sometimes incompatible with those of the country of origin.
- c. Perceived discrimination, due to physical differences, such as skin colour, or cultural differences, such as the way they dress or eat.

## 3. Attachment to their own culture



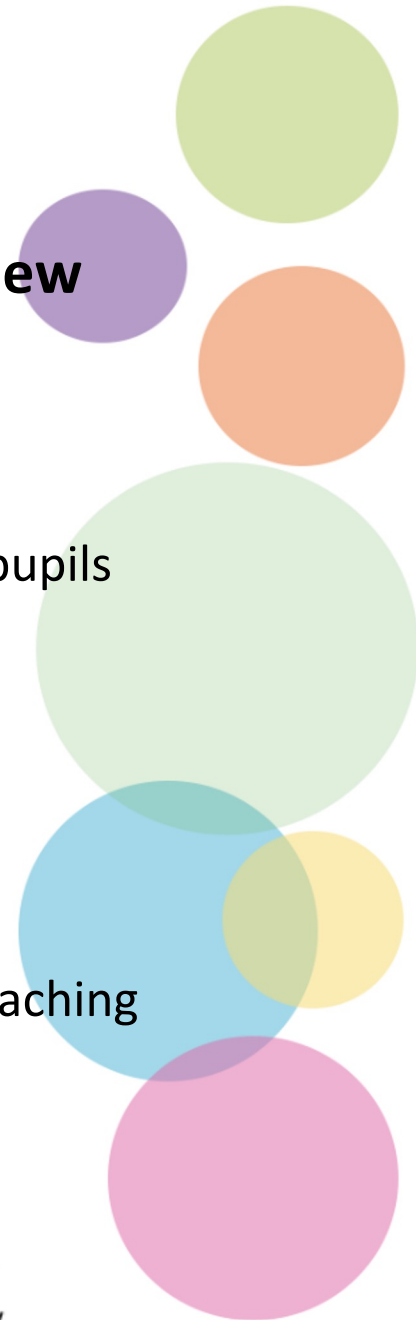
# Sociological and Pedagogical conditioning of foreign pupils coming to a new country

## Trigger question:

What do you think are the main sociological and pedagogical\* characteristics of foreign pupils coming to a new country?

- Personal answer (5 minutes)
- Sharing (15 minutes)

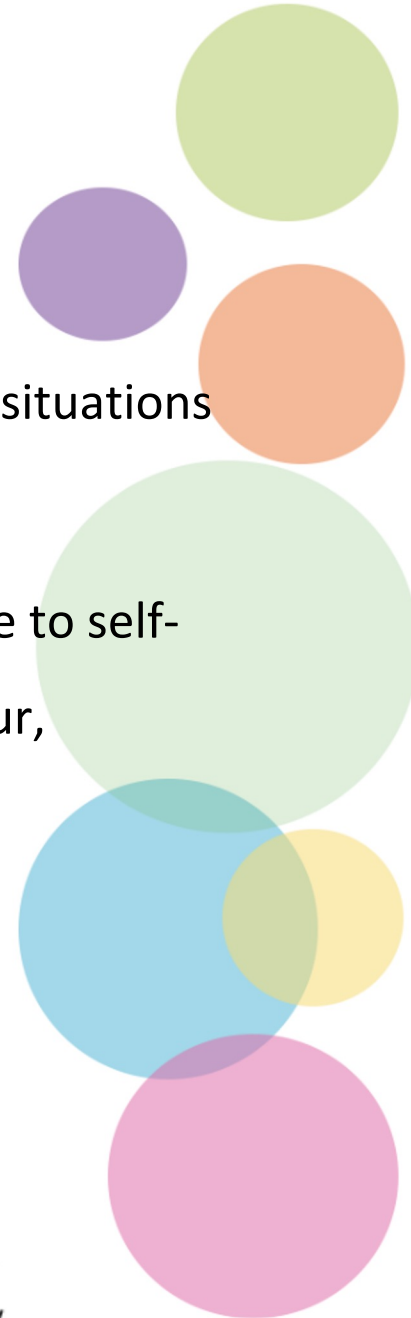
\*the term pedagogy refers to the methods, styles and practices of teaching, as well as teaching theories



## Sociological conditioning of foreign pupils coming to a new country

One of the most difficult things that children must face during the migration process are situations of discrimination or racism in the places of arrival.

In the school environment, the exclusion of newcomer students by their peers is negative to self-esteem levels and can have a series of problematic consequences (aggressive behaviour, cognitive deficit and so on).





## Pedagogical conditioning of foreign pupils coming to a new country

Placing a child in a specific class solely on the basis of age is likely to reduce the chances of bringing out the skills and competences the child already possesses. It would be far better to also consider:

- The education system of the country of origin
- An assessment of skills, competences and prior learning
- The family situation and feasible educational/didactic goals

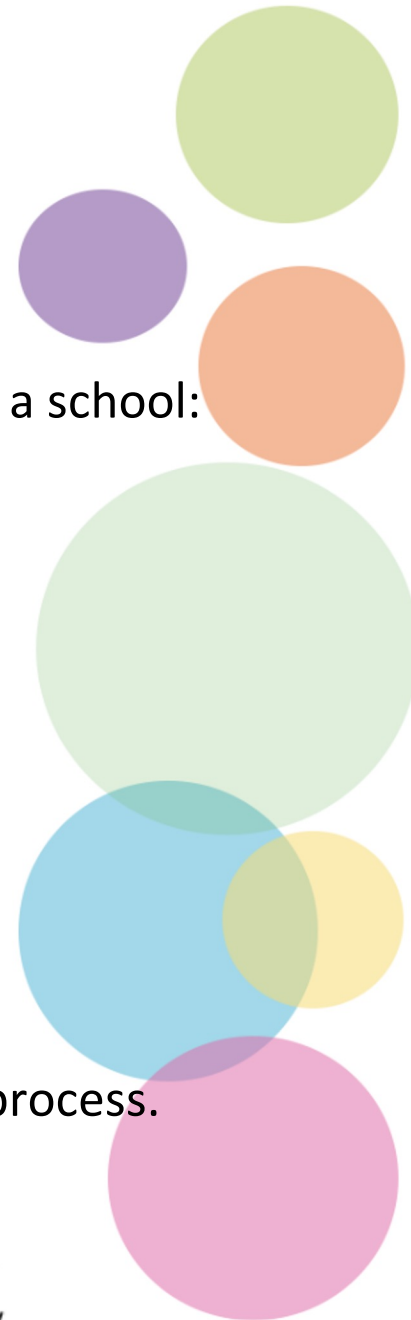
In order to put these pedagogical attentions into action, it is necessary to put in place a series of steps aimed at assessing the cognitive, emotional and family data

- To work optimally with students, the following simple measures could be applied to a broad range of school subjects:
- Do not force students to read aloud
- Do not require writing at pace, as in dictation
- Allow dictionaries to be used
- Use simplified texts
- Use short computer-written handouts in simple, concise language with plenty of tables and diagrams
- Plan more time for written tests and home study
- Schedule oral testing
- Make oral and written tests focus more on content than form
- Provide differentiated written tests. It is especially useful to avoid written tests with open-ended questions, compositions and summaries, rather than using semi-structured tests, multiple choice tests and the application of formulae. An example should ideally be provided for each type of exercise.
- Use methods such as individual teaching, group work, open classrooms and a research approach

## Problems of foreign pupils coming to a new country

In short, the following critical areas need to be monitored when a foreign student enters a school:

- General language difficulties
- Specific language difficulties and those in specific subjects
- Conflict of loyalty between origin and host culture
- Recognition of resources in the previous course of study
- Psycho-emotional fragility linked to the migration journey
- Risk of social isolation due to cultural differences and fragilities developed during the process.



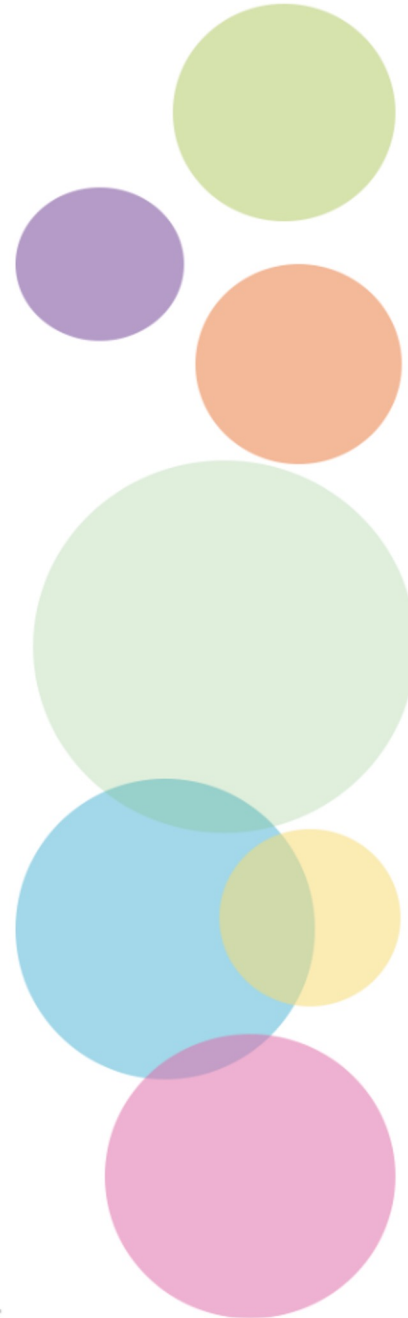
- Language

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

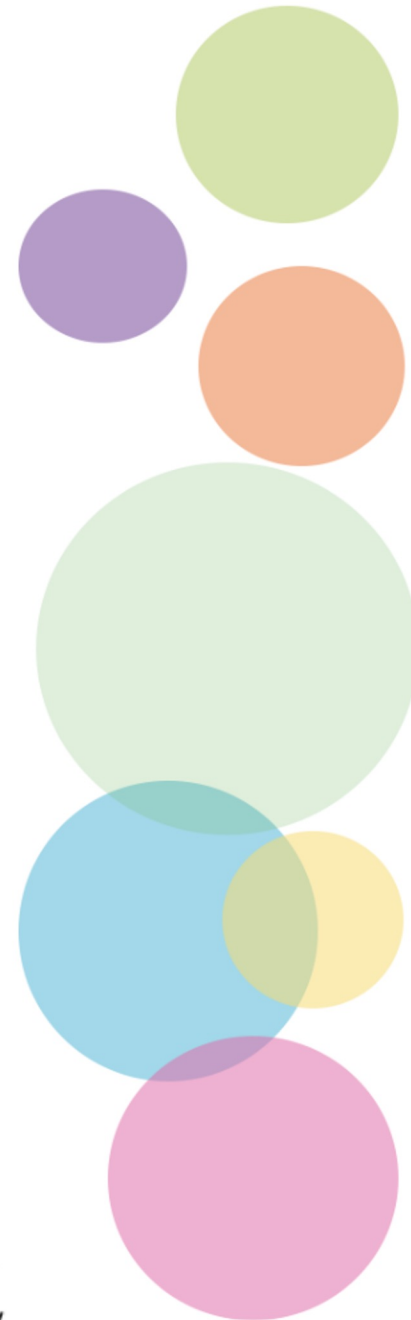
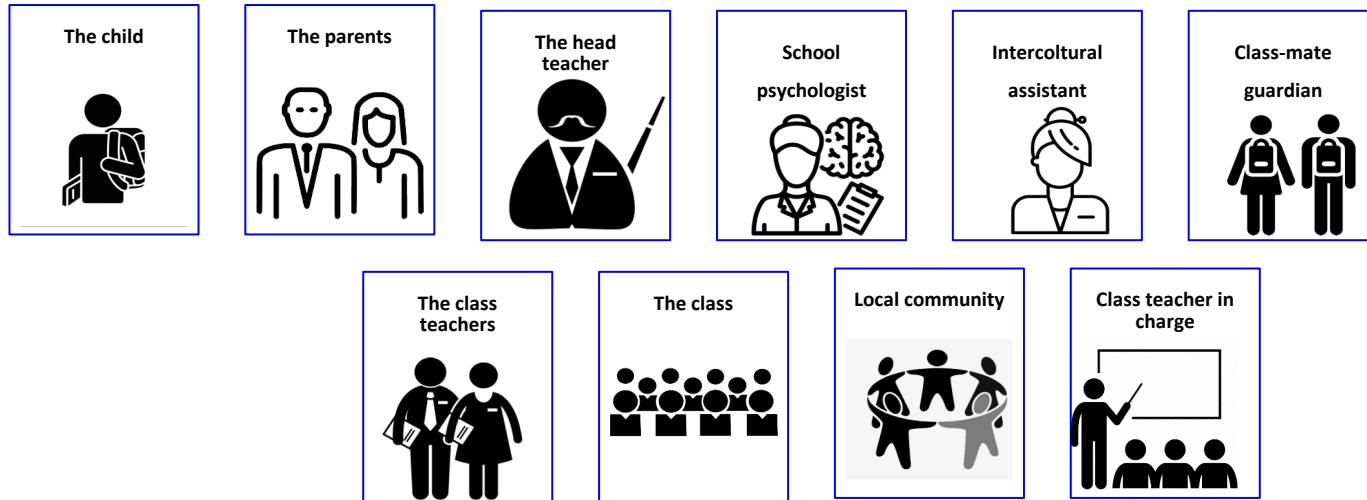
What is required of pupils can be divided into primary language skills (language of communication) and secondary language skills (language of study).

The former is vital, a transversal presence that is at the basis of relational and social processes, but it is also easier to acquire. The latter requires more complex methods and tools, and notably more time.

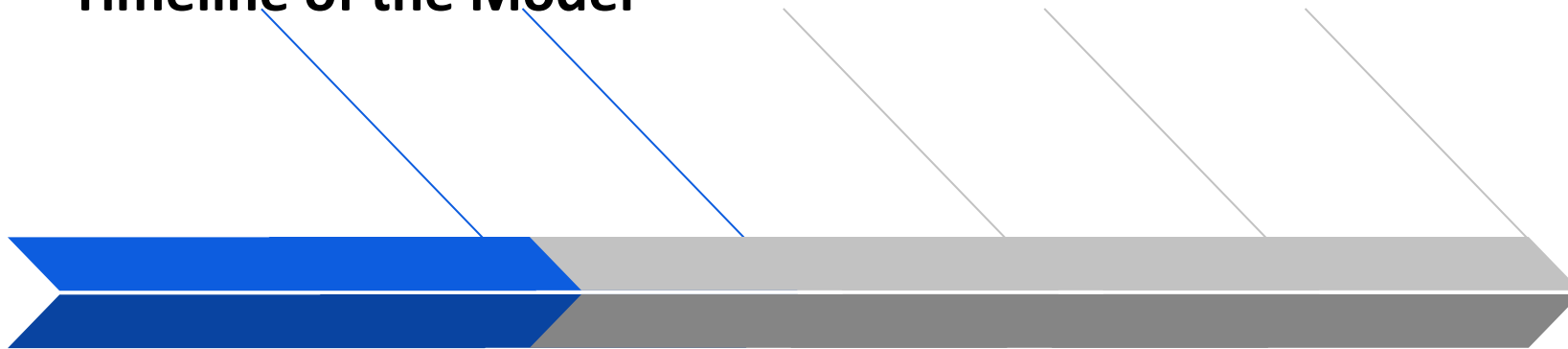
Language acquisition studies have shown that, on average, reaching the BICS level requires between 6 months and 2 years of language exposure, while up to 5/7 years of studying and exposure to the language of the school can be required to reach an equivalent level to a mother-tongue student in that language (CALP).



# Starring



## Timeline of the Model



0

Before the arrival to a foreign country

1

Preparation of the school admitting the foreign pupil

Preparation of the school admitting the foreign pupil

2

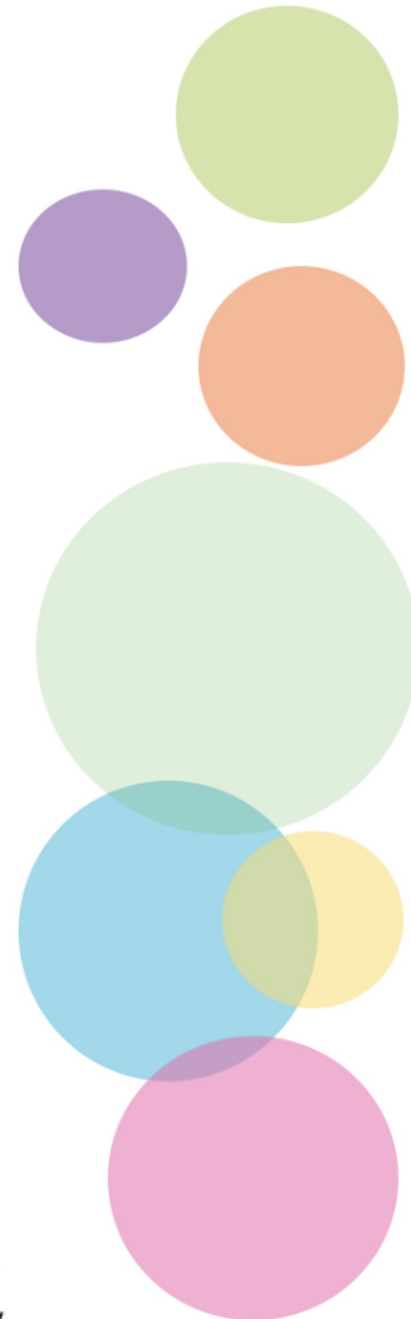
Arrival to the foreign country  
The first contact with school

3

The first day at school

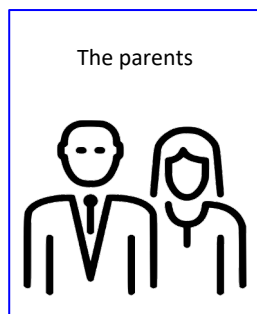
4

Subsequent days of adaptation at school



## Stage 0: Before the arrival to a foreign country

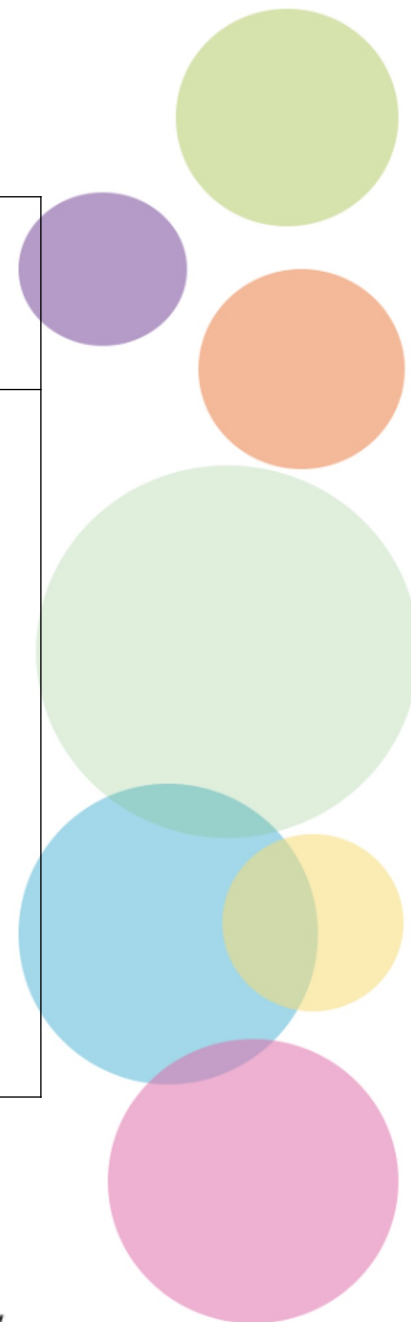
### Tasks of parents



- conversation with the child about the decision to go to a foreign country
- discussing the education system and the offer of schools in the target country with the child
- obtaining the documents pertaining to the child's education from school

### Tasks of the school the child is leaving

- certifying the pupil's documents
- issuing opinion about the pupil
- saying goodbye to the classmates and class teacher





## Stage 1: Before admitting the foreign pupil to school

Preparation of the school admitting the foreign pupil

Tasks of school head teacher

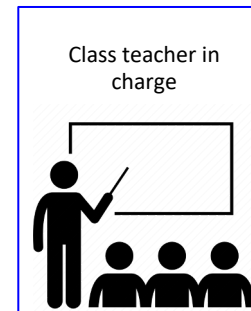


1. Talking to school staff about admitting a foreign pupil to school
2. Preparing the teaching staff
3. Conversation with the class teacher
4. Creating new roles and positions

Tasks of teachers and other school employees

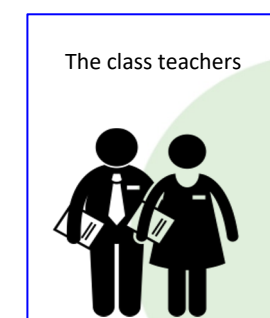
1. Updating school documents
2. Preparing general document templates
3. Equipping school in necessary aids and tools

Tasks of class teacher



1. Preparing the pupils by conducting **lesson No. 1**
2. Preparing parents
3. Initiating cooperation with the intercultural assistant

Tasks of the team of teachers

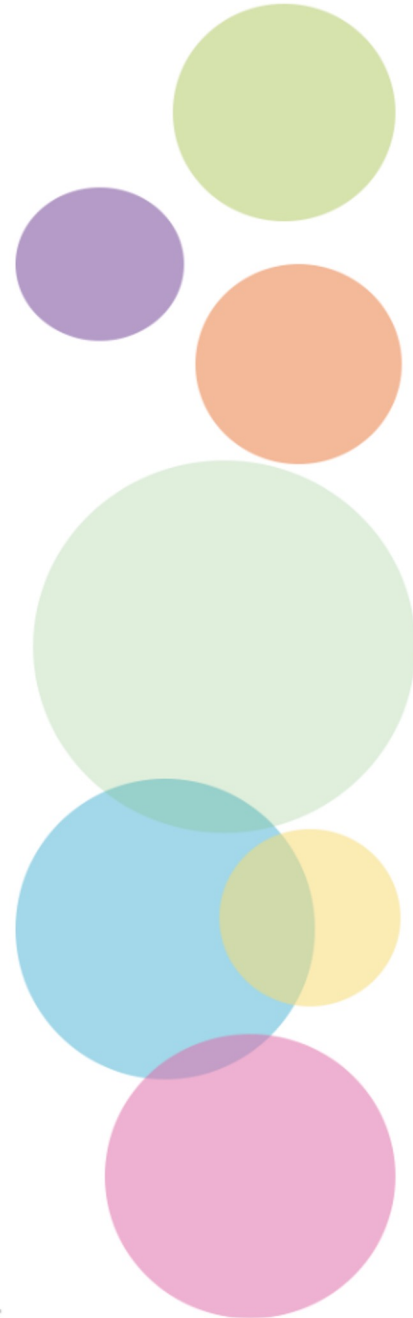


1. The first meeting
  - planning a poster
  - planning lesson topics



# Lesson n.1

## Handout



## Stage 1

### Before admitting the foreign pupil to school

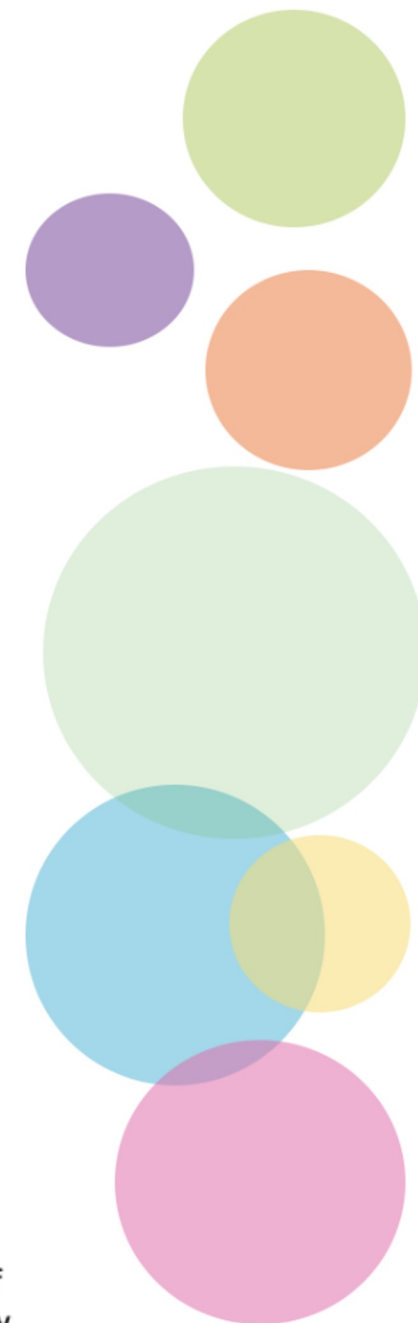
Preparation of the local community for the arrival of many foreign pupils

Tasks of the local community

Local community



- preparation of the local community
- initiating cooperation
- equipping the school admitting foreign pupils in necessary supplies



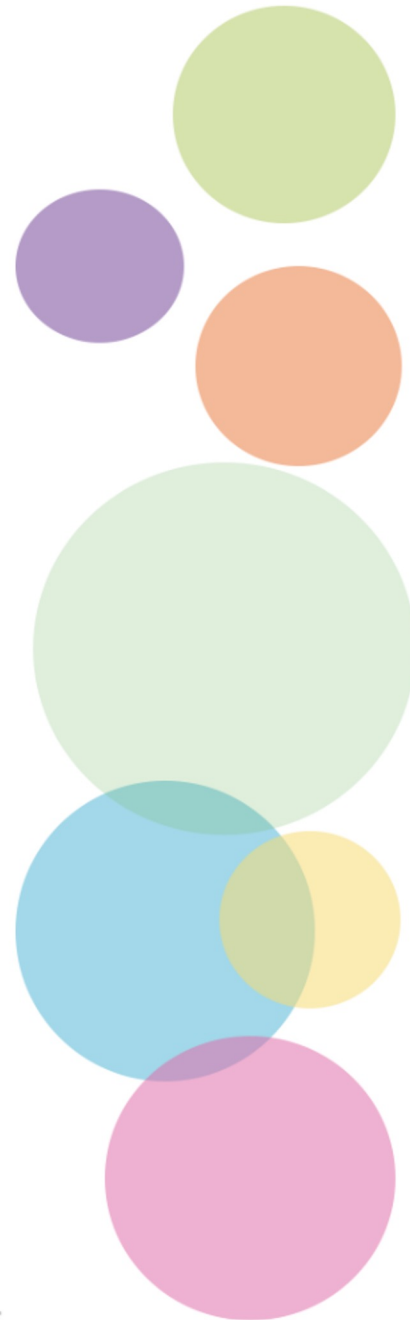
## Stage 2: Arrival to the foreign country

### The first contact with school

Tasks of parents:	Tasks of head teacher:	Tasks of intercultural assistant	Tasks of classmate-guardian
<div data-bbox="275 454 524 758" data-label="Image"> <p>The parents</p> </div> <ol style="list-style-type: none"> <li>1. Conversation between the parents and their child before the first visit at school</li> <li>2. Preparation of the necessary certificates and documents</li> </ol>	<div data-bbox="901 454 1151 758" data-label="Image"> <p>The head- teacher</p> </div> <ol style="list-style-type: none"> <li>1. Conversation with the parents and pupil</li> <li>2. Completing <b>part I of the Questionnaire</b></li> </ol>	<div data-bbox="1493 454 1742 758" data-label="Image"> <p>Intercultural assistant</p> </div> <ol style="list-style-type: none"> <li>1. Meeting with the parents and pupil</li> <li>2. Arranging a meeting between the classmate-guardian and the foreign pupil</li> <li>3. Completing <b>part II of the Questionnaire</b></li> </ol>	<div data-bbox="2084 454 2333 758" data-label="Image"> <p>Class-mate guardian</p> </div> <ul style="list-style-type: none"> <li>- getting acquainted with the foreign pupil</li> <li>- showing the foreign pupil around the school</li> </ul>

# Questionnaire of a Foreign Pupil Coming to a New Country

## Handout



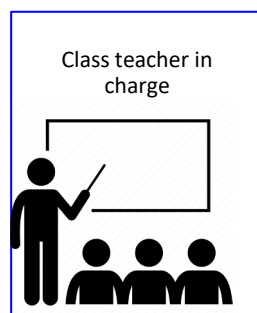
## Stage 3: The first day at school

### Tasks of intercultural assistant



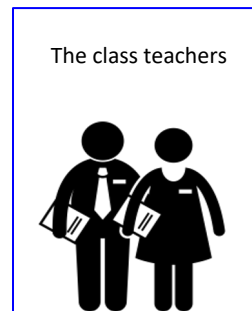
1. Reminding the most essential information regarding school life
2. Talking to the pupil about any anxieties
3. Introducing the child to the class teacher

### Tasks of class teacher



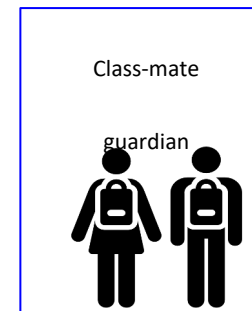
1. Encouraging classmates to make friends with the new pupil
2. Conducting **lesson No. 2** introducing the new pupil

### Tasks of teachers



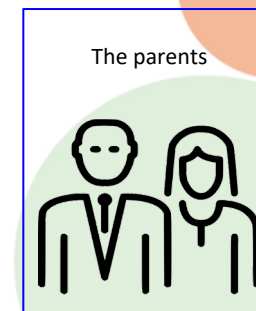
1. Including information about the new pupil's home country in the lesson content
2. Enabling active participation of the foreign pupil in class

### Tasks of classmate-guardian



- providing advice and assistance during school day

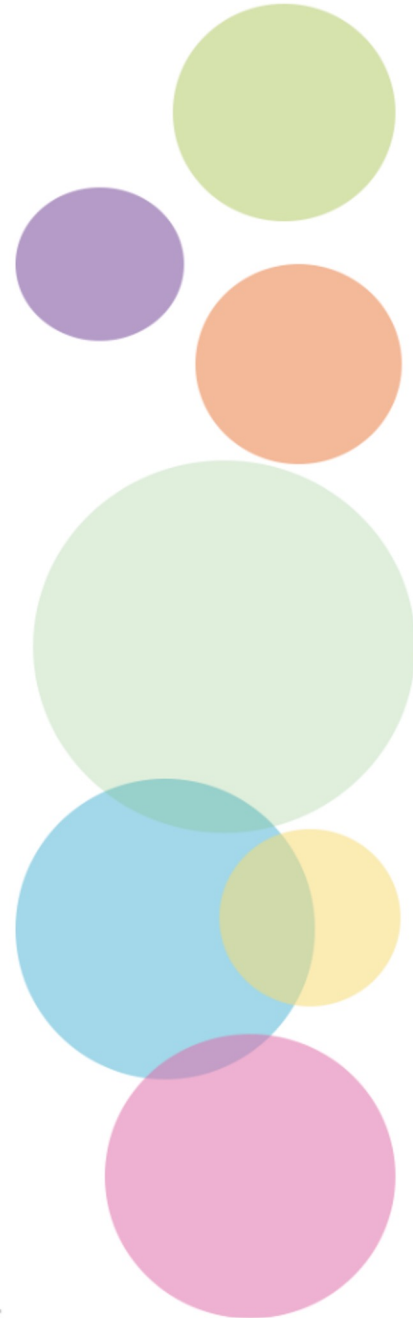
### Tasks of parents



1. Supporting the child at home on the day of starting education in the new school

# Lesson n.2

## Handout



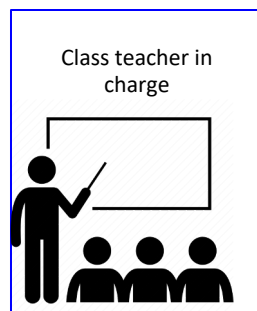
## Stage 4: Subsequent days of adaptation at school

### Tasks of intercultural assistant:



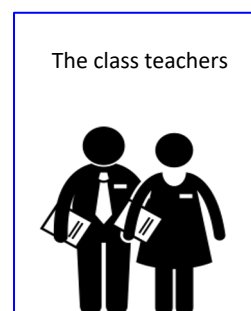
- providing the foreign pupil with a sense of security
- supporting teachers
- helping the foreign pupil to overcome language barrier and resolve conflicts
- cooperation with various entities

### Tasks of class teacher



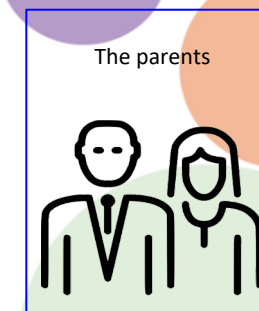
- conducting **lessons No. 3 and 4** supporting the foreign pupil's adaptation

### Tasks of the team of teachers:



1. Meeting of the team of teachers – developing **IPAP**
2. Conducting the process of the pupil's adaptation in class and school
3. Creating a friendly school and local environment
4. Evaluation meeting of the teachers of the foreign pupil's class – IPAP evaluation
5. Evaluating the effectiveness of assistance provided to the foreign pupil in the adaptation period

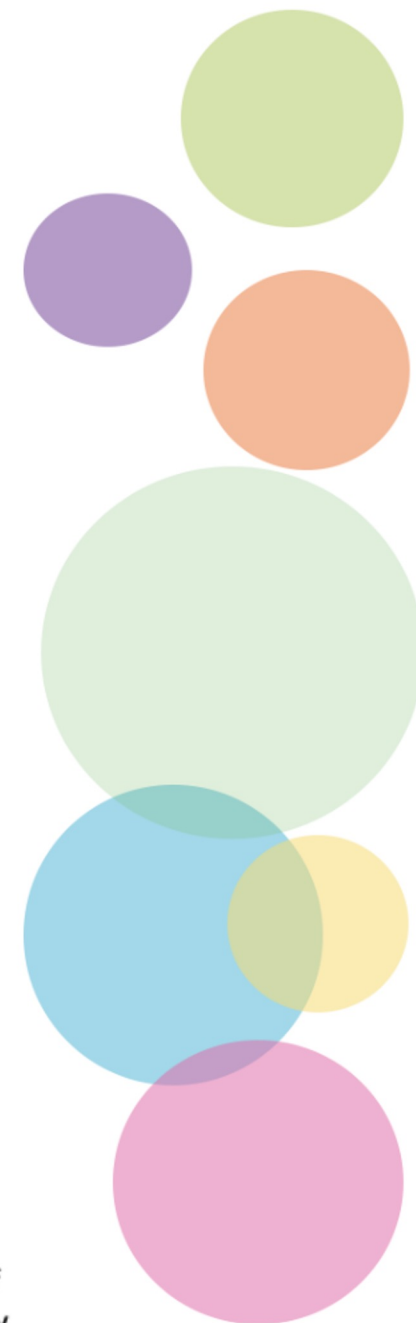
### Tasks of parents:



- making sure the child attends school
- supporting their child
- staying in touch with school

## Lesson n. 3

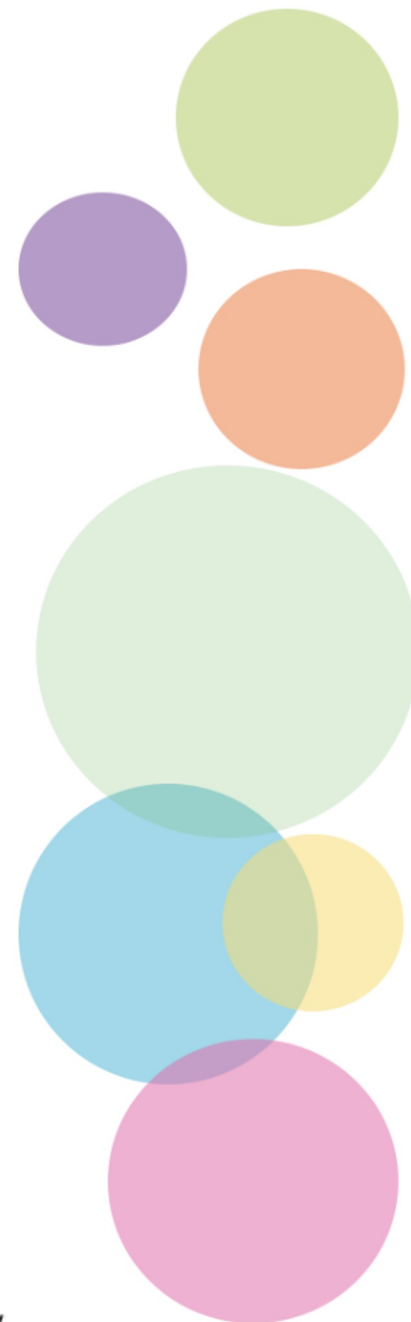
### Handout





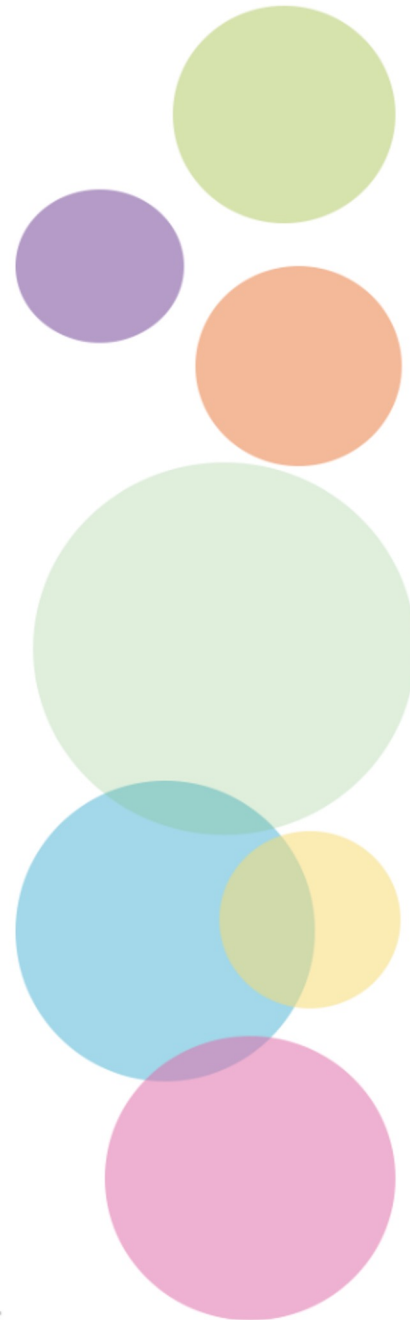
## Lesson n. 4

### Handout



# INDIVIDUAL PLAN OF THE ADAPTATION OF A PUPIL (IPAP )

Handout



## Activities undertaken by teachers in the class

- We are getting ready for your arrival (Scenario No. 1)
- We create our class team (Scenario No.2)
- What are we interested in and what do we have in common? (Scenario No. 3)
- We get to know beautiful places in our country (Scenario No. 4)

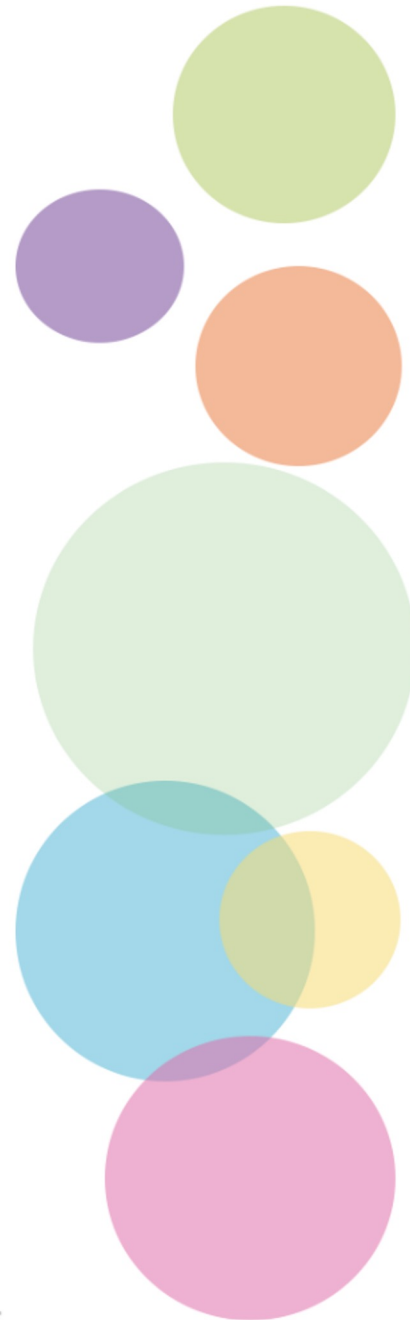
Each lesson is divided into three stages:

- 1) Introduction (lesson objective, subject matter, ways of its implementation)
- 2) Activities (using active methods, involving each pupil, working around the lesson topic, stimulating reflection and drawing conclusions);
- 3) Summary (it is the punch line of the lesson, an opportunity to share emotions, impressions) - it allows to shape the educational process conducive to the adaptation of the pupil returning to the native education system.

Depending on the age and capability of the group, classes are scheduled from 45 to 90 minutes for groups aged 6 to 15 with guidelines for working with younger pupils.

## Actions taken by teachers of other subjects as part of work with the pupil

- Planning preparation of a poster with class at lessons on different subjects: "We know your country";
- Each teacher of a given class should plan lessons (as part of the curriculum) providing the opportunity to present the unique characteristics of the foreign pupil's country of origin;
- Observing the pupil's functioning in the cognitive, social and emotional aspects
- Involving the foreign pupil in the work of groups and teams,
- Referring to the pupil's knowledge regarding issues discussed in class and let them present their point of view to the extent possible;
- Entrusting the foreign pupil with functions performed by other school pupils, e.g. the function of a prefect;
- Planning the subject matter of extracurricular projects



## Welcome package

- School contact details
- Basic information about the school
- A map showing how to get to school with the route of school buses or public transport stops near the school.
- Calendar of the school year
- Information on the dress code applicable at school
- Selected, most important information from the Internal Pupil Assessment System
- Forms applicable at school, e.g. excusing absences, exemptions from lessons, etc.



## Stage 1: Before admitting the foreign pupil to school

Preparation of the school admitting the foreign pupil

Tasks of school head teacher

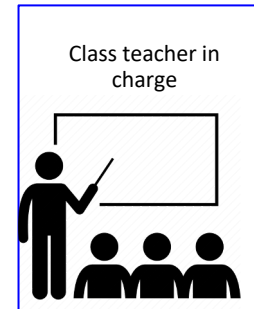


1. Talking to school staff about admitting a foreign pupil to school
2. Preparing the teaching staff
3. Conversation with the class teacher
4. Creating new roles and positions

Tasks of teachers and other school employees

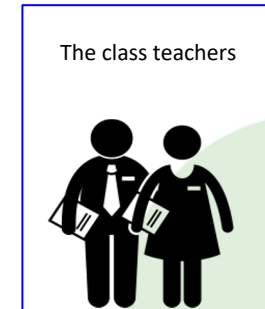
1. Updating school documents
2. Preparing general document templates
3. Equipping school in necessary aids and tools

Tasks of class teacher



1. Preparing the pupils by conducting **lesson No. 1**
2. Preparing parents
3. Initiating cooperation with the intercultural assistant

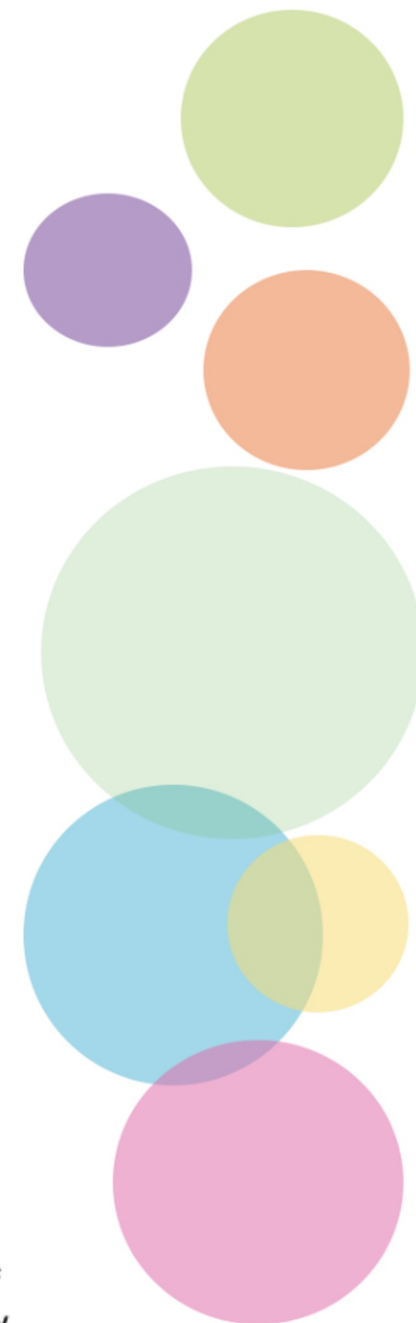
Tasks of the team of teachers



1. The first meeting
  - planning a poster
  - planning lesson topics

# Lesson n.1

Handout



## Stage 1: Before admitting the foreign pupil to school

Preparation of the local community for the arrival of many foreign pupils

Tasks of the local community

Local community







- preparation of the local community
- initiating cooperation
- equipping the school admitting foreign pupils in necessary supplies



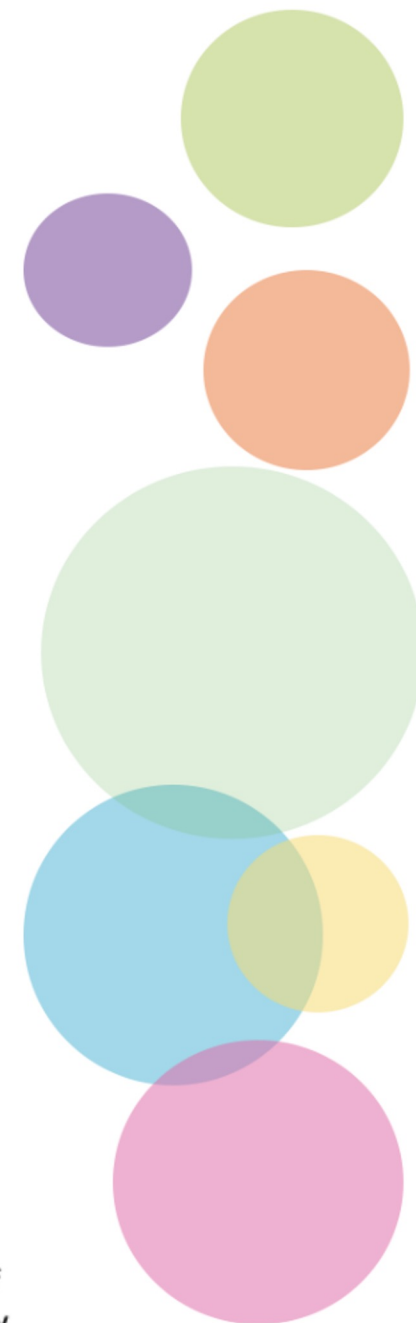
## Stage 2: Arrival to the foreign country

### The first contact with school

Tasks of parents:	Tasks of head teacher:	Tasks of intercultural assistant	Tasks of classmate-guardian
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# Questionnaire of a Foreign Pupil Coming to a New Country

Handout



## Stage 3

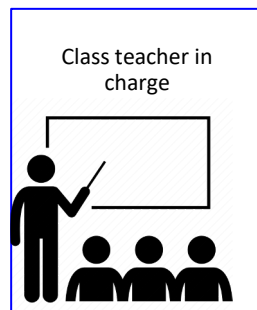
### The first day at school

#### Tasks of intercultural assistant



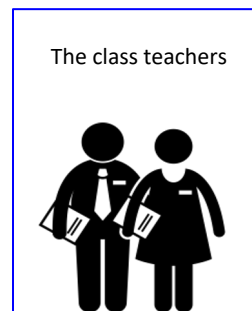
1. Reminding the most essential information regarding school life
2. Talking to the pupil about any anxieties
3. Introducing the child to the class teacher

#### Tasks of class teacher



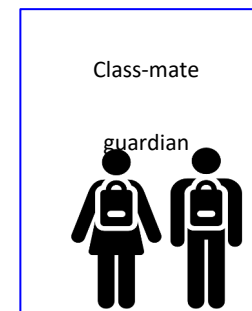
1. Encouraging classmates to make friends with the new pupil
2. Conducting **lesson No. 2** introducing the new pupil

#### Tasks of teachers



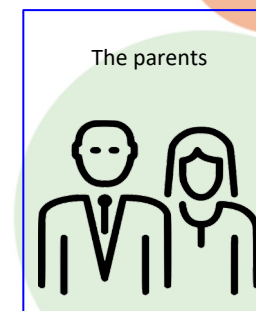
1. Including information about the new pupil's home country in the lesson content
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#### Tasks of classmate-guardian



- providing advice and assistance during school day

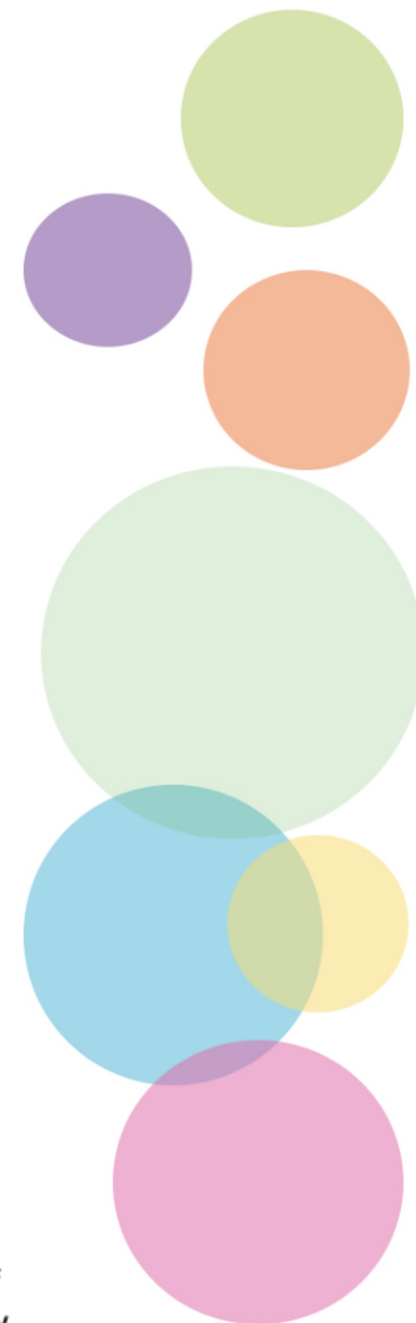
#### Tasks of parents



1. Supporting the child at home on the day of starting education in the new school

## Lesson n.2

Handout



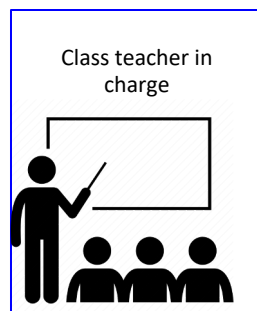
## Stage 4: Subsequent days of adaptation at school

### Tasks of intercultural assistant:



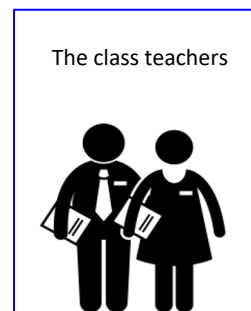
- providing the foreign pupil with a sense of security
- supporting teachers
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- cooperation with various entities

### Tasks of class teacher



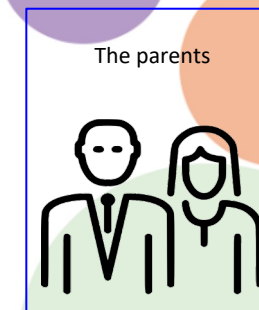
- conducting **lessons No. 3 and 4**
- supporting the foreign pupil's adaptation

### Tasks of the team of teachers:



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### Tasks of parents:



- making sure the child attends school
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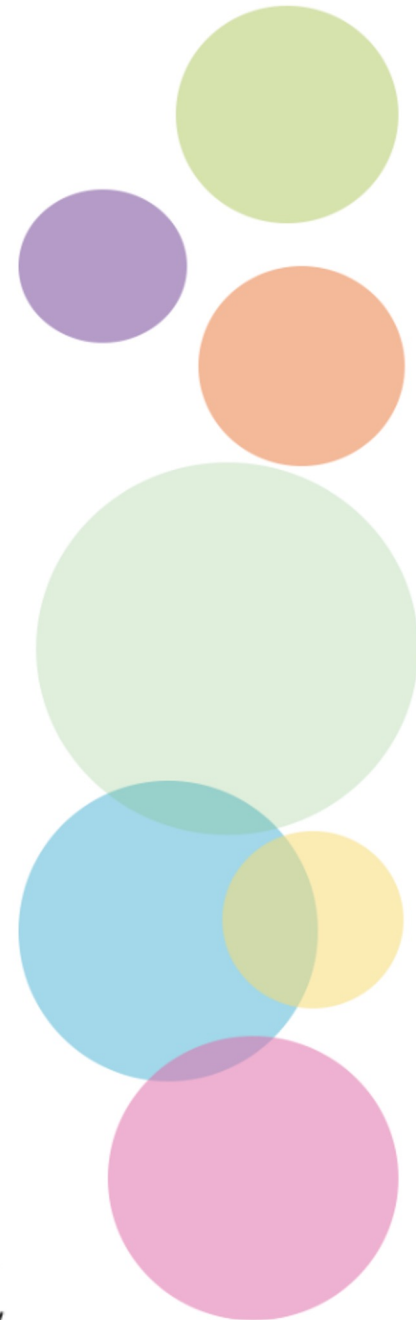
# Lesson n. 3

Handout



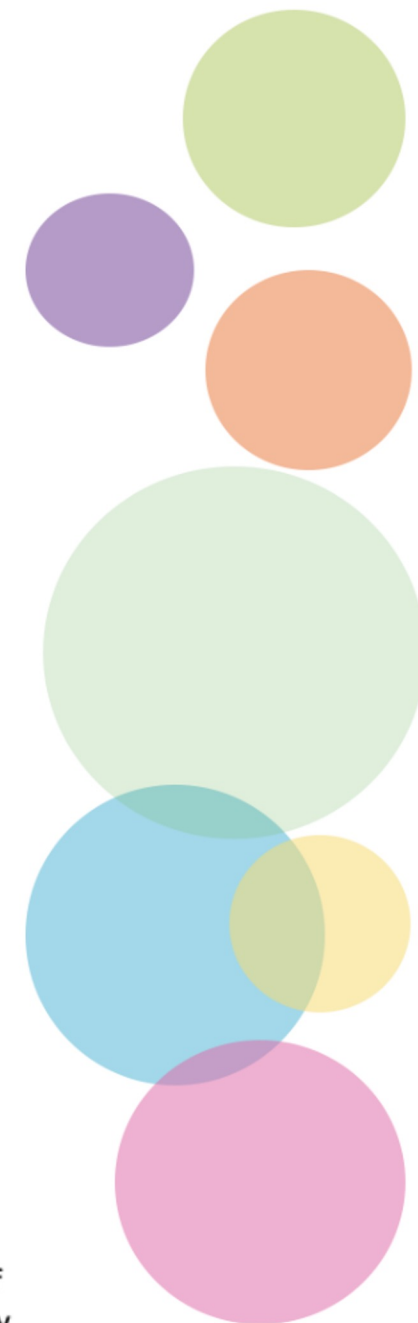
# Lesson n. 4

Handout



# INDIVIDUAL PLAN OF THE ADAPTATION OF A PUPIL (IPAP )

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## Activities undertaken by teachers in the class

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Each lesson is divided into three stages:

- 1) Introduction (lesson objective, subject matter, ways of its implementation)
- 2) Activities (using active methods, involving each pupil, working around the lesson topic, stimulating reflection and drawing conclusions);
- 3) Summary (it is the punch line of the lesson, an opportunity to share emotions, impressions) - it allows to shape the educational process conducive to the adaptation of the pupil returning to the native education system.

Depending on the age and capability of the group, classes are scheduled from 45 to 90 minutes for groups aged 6 to 15 with guidelines for working with younger pupils.

# Actions taken by teachers of other subjects as part of work with the pupil

- Planning preparation of a poster with class at lessons on different subjects: "We know your country";
- Each teacher of a given class should plan lessons (as part of the curriculum) providing the opportunity to present the unique characteristics of the foreign pupil's country of origin;
- Observing the pupil's functioning in the cognitive, social and emotional aspects
- Involving the foreign pupil in the work of groups and teams,
- Referring to the pupil's knowledge regarding issues discussed in class and let them present their point of view to the extent possible;
- Entrusting the foreign pupil with functions performed by other school pupils, e.g. the function of a prefect;
- Planning the subject matter of extracurricular projects

## Welcome package

- School contact details
- Basic information about the school
- A map showing how to get to school with the route of school buses or public transport stops near the school.
- Calendar of the school year
- Information on the dress code applicable at school
- Selected, most important information from the Internal Pupil Assessment System
- Forms applicable at school, e.g. excusing absences, exemptions from lessons, etc.





# School Adaptability



[www.schooladapt.eu](http://www.schooladapt.eu)



[www.facebook.com/schooladaptabilityeu](https://www.facebook.com/schooladaptabilityeu)



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