



School Adaptability

as a key to develop a child's potential

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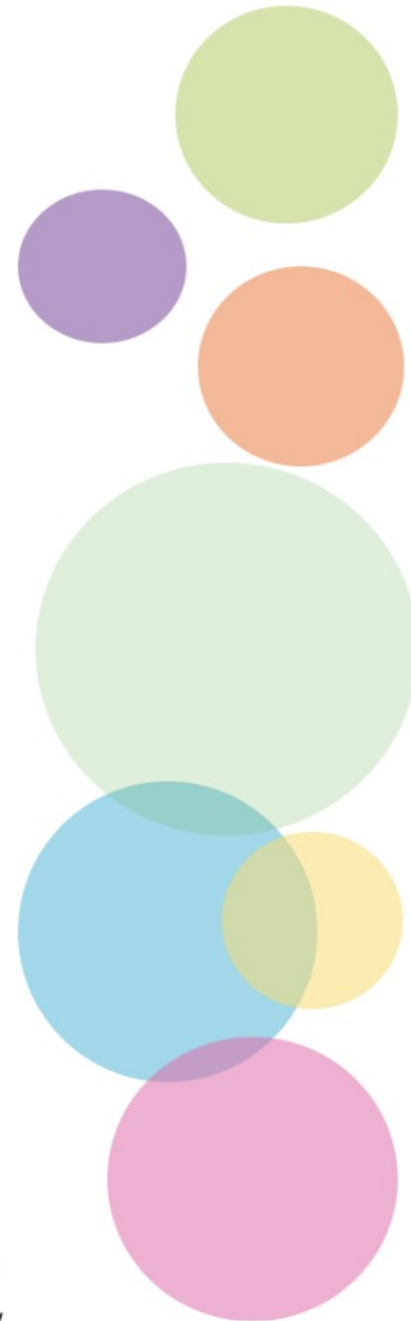
Co-funded by the
Erasmus+ Programme
of the European Union



TYPE OF DOCUMENT: IO3 – Training Toolkit Macrostructure
Train the Trainers: Model I Slides

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DATE: 23/09/2022

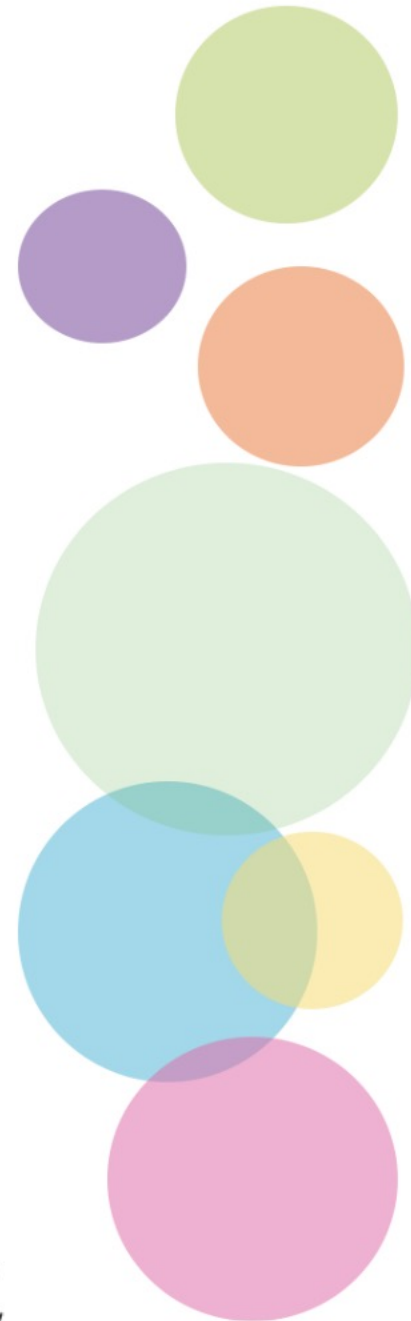


Program

- Psychological conditioning of pupils
- 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
- Welcome package

Hand-out to be delivered:

- Questionnaire of a Pupil Returning from Abroad to the Native Education System
- Appendix 3
- Appendix 2: IPAP
- Appendix 4 (LESSON: Get to know me - Get to know us)



Psychological conditioning of pupils returning from abroad to the native education system

Trigger question:

- What do you think are the main psychological characteristics of a student returning to his or her home country?
- Personal answer (5 minutes)
- Sharing (15 minutes)



Psychological conditioning of pupils returning from abroad to the native education system

Teachers welcoming and integrating children into the native educational system need to take into account some key factors that might have affected or may affect children's psychology and well-being during their transition.

For example, their psychological needs such as **self-esteem** and **anxiety**, **knowledge of cultural context and lifestyle** of the return country, **engagement**, etc.

Also, the **differences in school programs and content** created a lot of stress and difficulties.



Psychological conditioning of pupils returning from abroad to the native education system

Researches suggest school activities which teachers can implement to **improve the mental health and well-being of the returned children**, as well as their educational integration and development.

For example: the development of a **linguistic system** and **accessional classes** on school subjects and activities (i.e., cultural, extracurricular, etc.) and **life-based learning experiences** and group activities between the returned children and their **peers**.

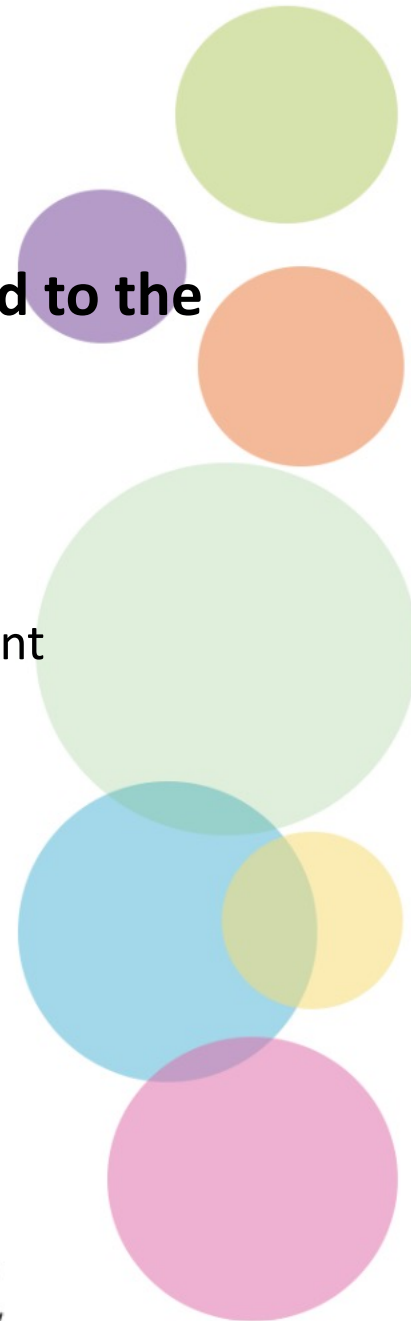
Also **psychotherapy and counselling** sessions for students and their parents, which as practices promoted within the school, can reduce children's anxiety and improve their self-esteem.

Sociological and Pedagogical conditioning of pupils returning from abroad to the native education system

Trigger question:

- What do you think are the main sociological and pedagogical* characteristics of a student returning to his or her home 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 and Pedagogical conditioning of pupils returning from abroad to the native education system

Education systems vary across Europe. Education in European countries is categorised into three main models:

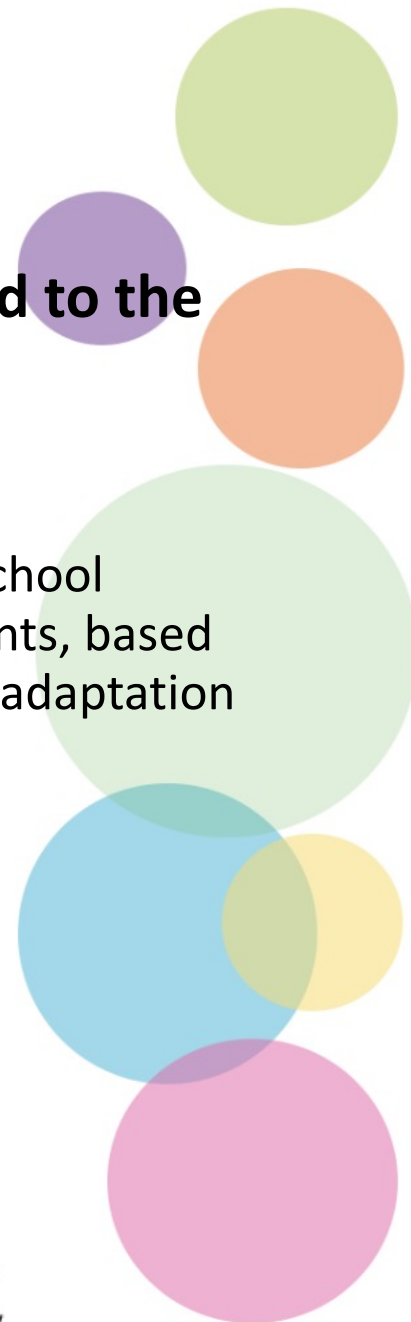
- 1) single structure
- 2) common core curriculum
- 3) differentiated lower secondary education

It is therefore vital to clarify the demands and differences of the new education system to new students joining the school as this will help them adapt smoothly to different academic approaches.

Sociological and Pedagogical conditioning of pupils returning from abroad to the native education system

Teachers play an important part of the student's overall school experience.

Their pedagogical teaching practices, shape the way these pupils will integrate into the school culture and research shows that interpersonal relationships between teachers and students, based on mutual trust and support prevent student alienation and is a fundamental part of the adaptation process.



Problems of pupils returning from abroad to the native education system

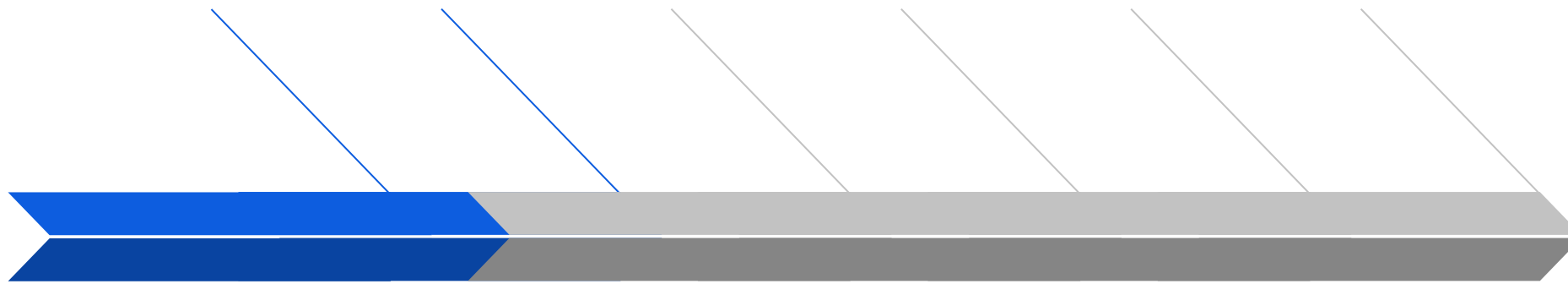
Several stressors that affect the daily lives of students return at home from a different country, are:

- social and judicial pressure and prejudices and discrimination among children in school
- disappointment that may arise for migrant people when they are comparing their previous expectations of their new lives (often unrealistically high) with reality in the country of arrival
- adjust and conform to a new lifestyle
- make new acquaintances
- learn new rules and regulations

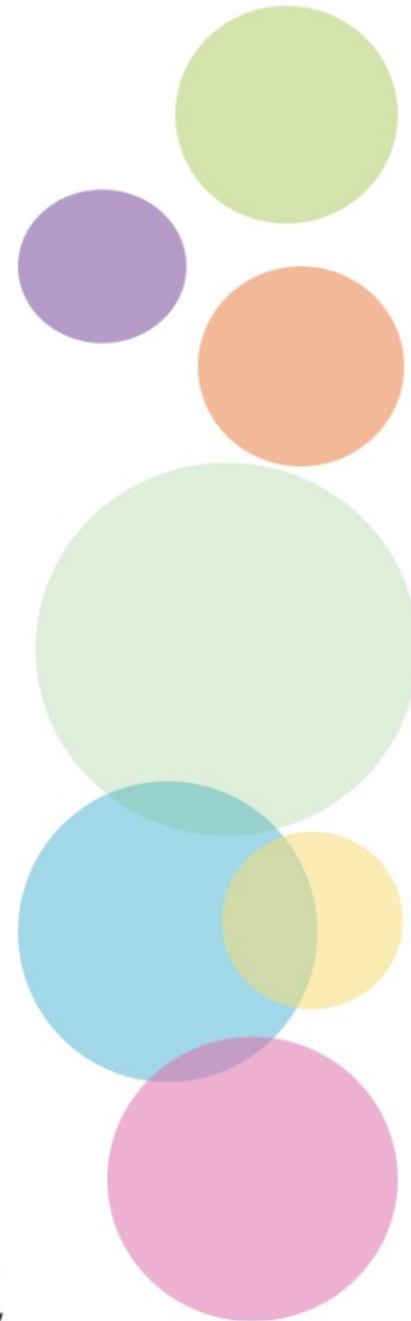
Problems of pupils returning from abroad to the native education system

- begin new academic subjects
- alienation
- issues with language (Language issues can also affect their social interactions and cultural integration)
- language differences
- identity issues (daily habits need to be relearnt and altered to meet the context of the native country, as eating habits, greeting ways, functioning in a group, certain hobbies and activities, dress code, standards of work, amount of homework, ways of studying, grading system, student-teacher relations etc)
- the financial situation of the parents

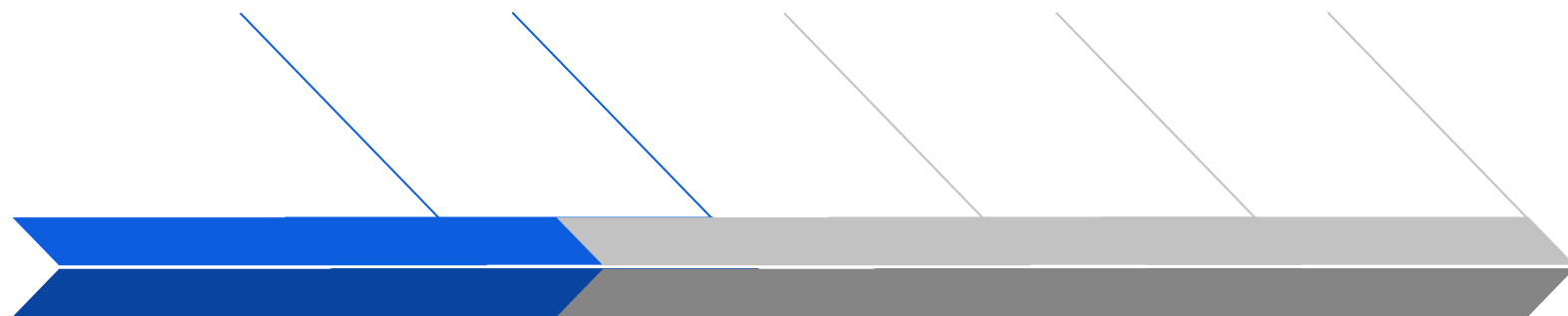
Timeline of the Model I



- 1**
Parents prepare the child
- 2**
Meeting between the parents and the head teacher
- 3**
A meeting between parents and the school pedagogue/psychologist
- 4**
Preparation of the class
- 5**
Part I of the Individual Plan of the Adaptation of a Pupil (IPAP)
- 6**
The pupil with his/her parents visits the school



Timeline of the Model I



7

Prepare teachers for the admission of a new pupil

8

It is time for the child to enter the new school

9

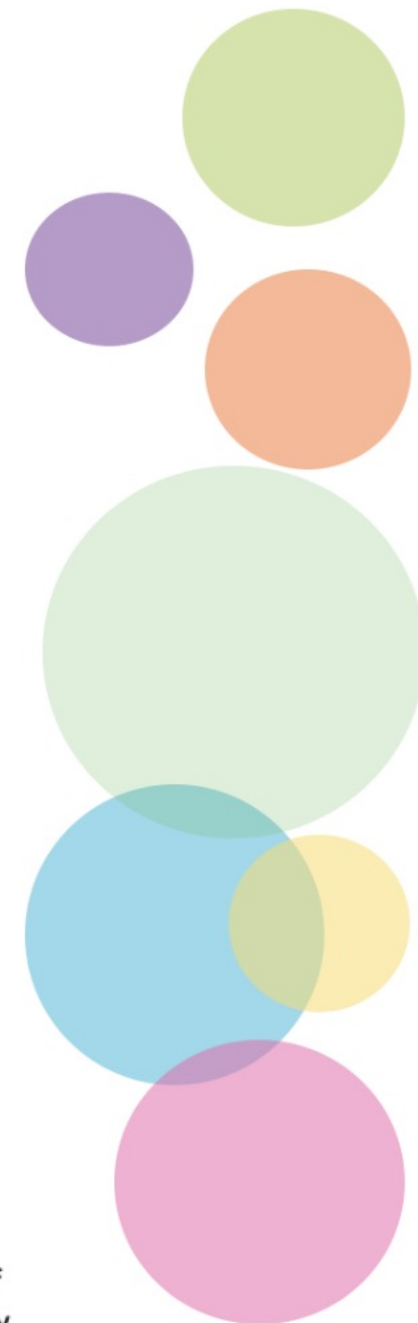
Actions to support the child in the process of their adaptation

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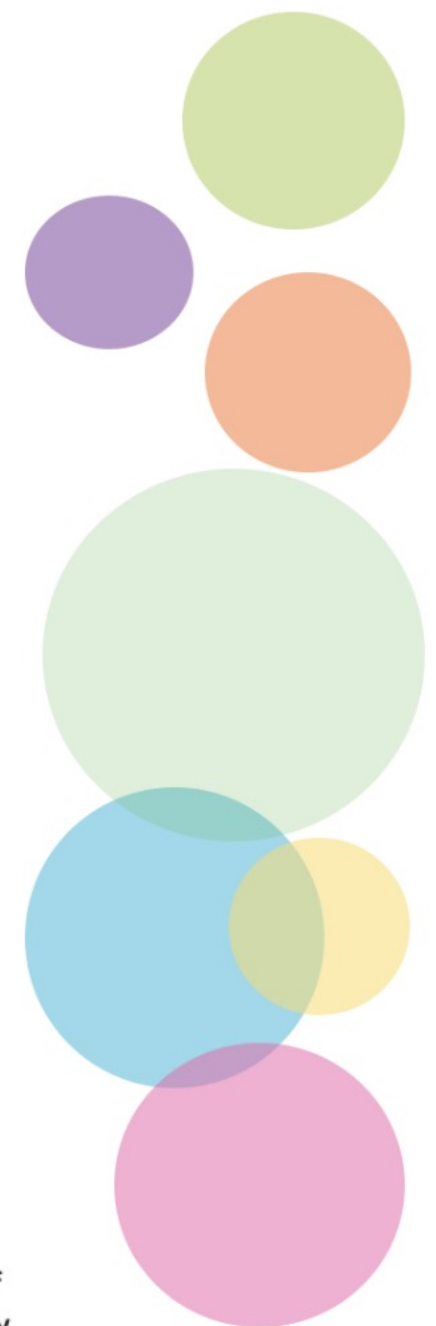
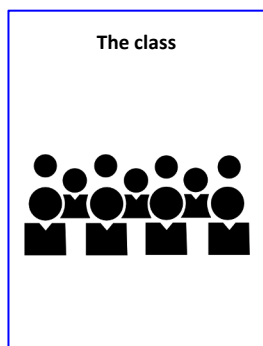
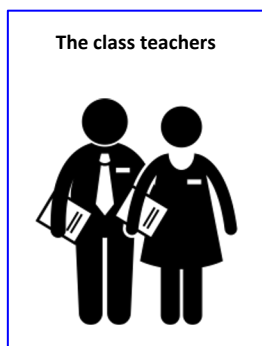
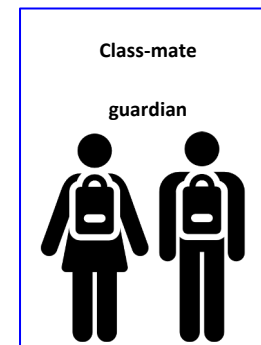
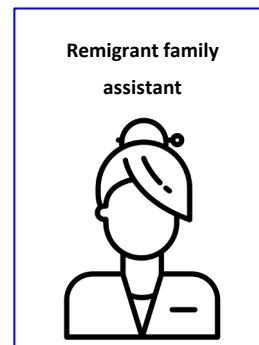
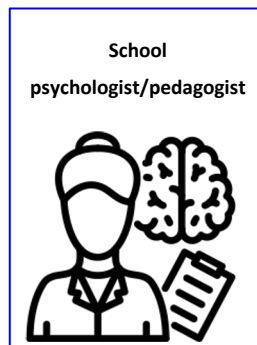
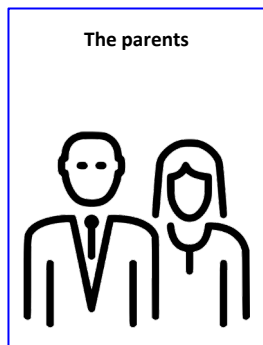
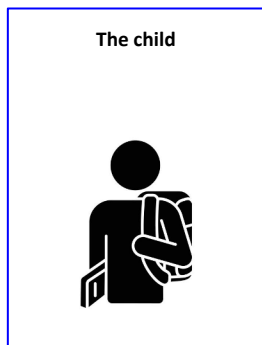
Support the pupil's cognitive functioning

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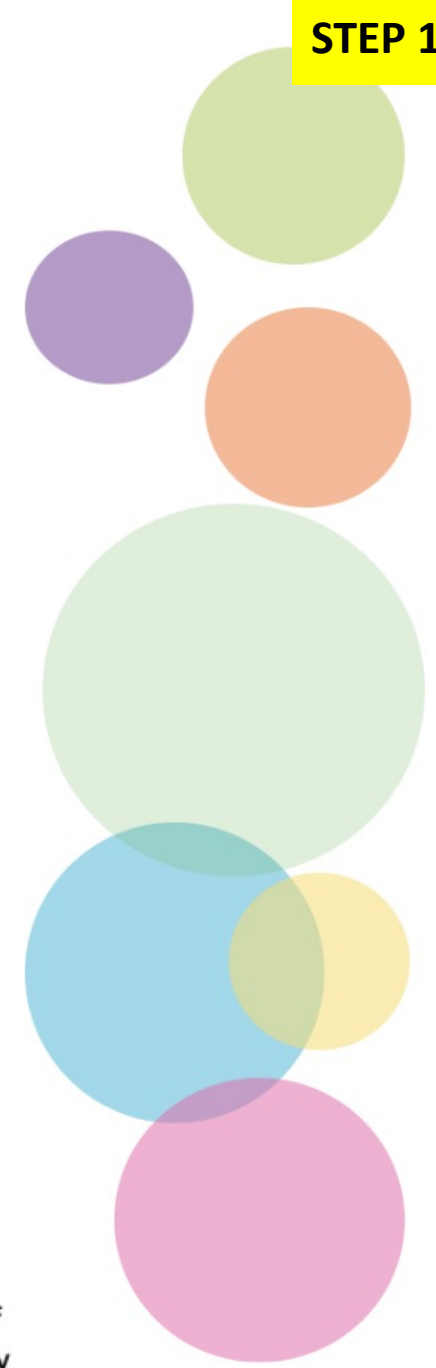
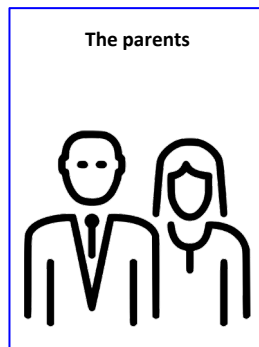
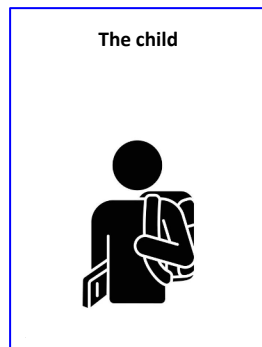
Evaluate the actions



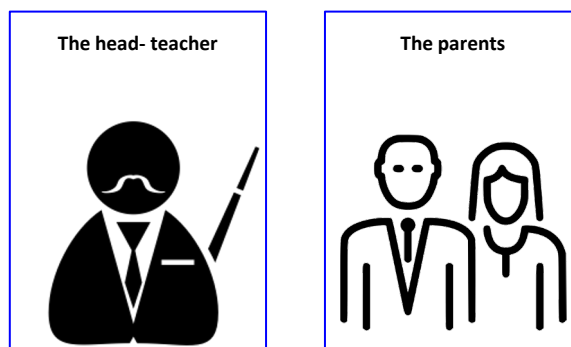
Starring



Parents' actions before returning to their home country: the main goal is to properly prepare the child for the awaiting change (school, place of residence)

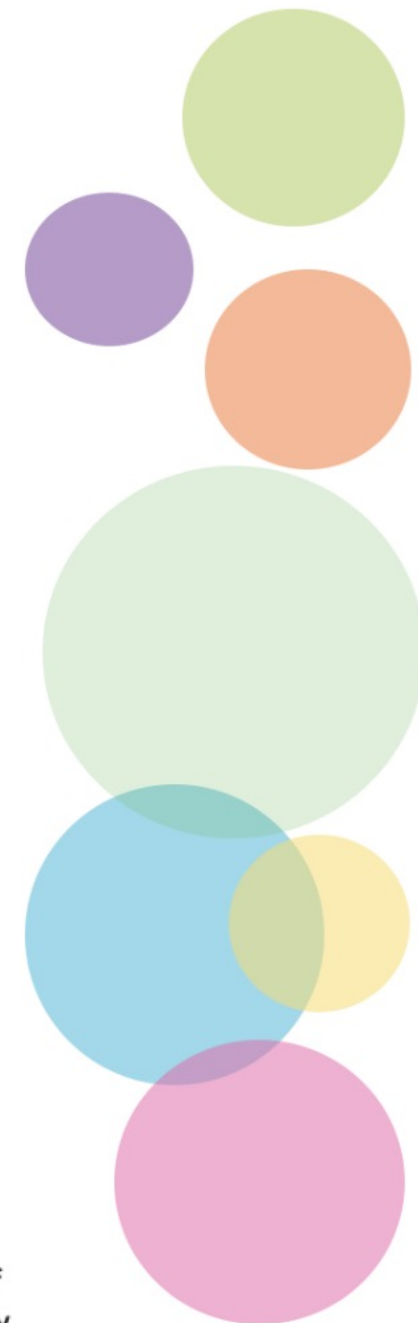


A meeting between the parents and the head teacher at the school that their child is going to attend

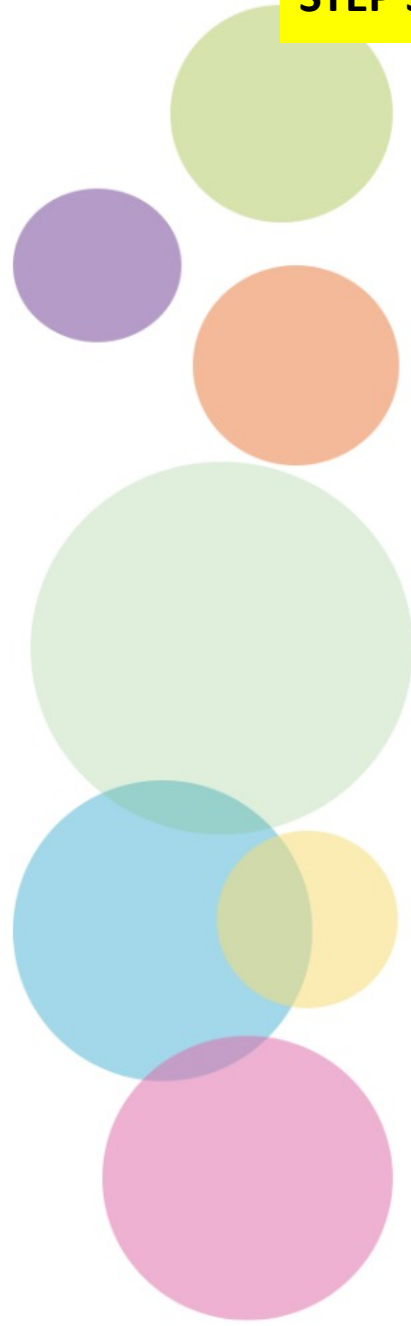
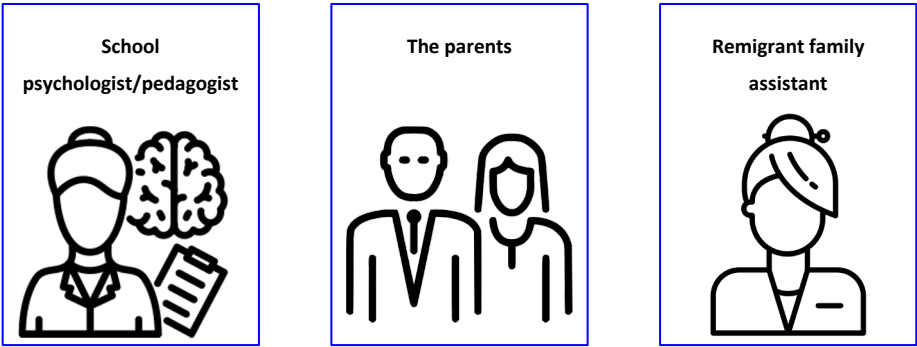


Questionnaire of a Pupil Returning from Abroad to the Native Education System

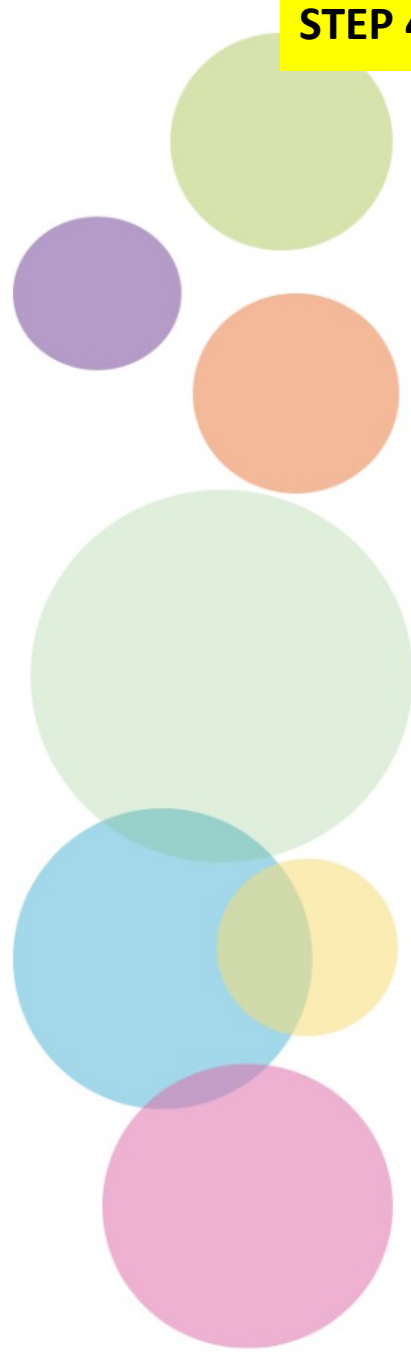
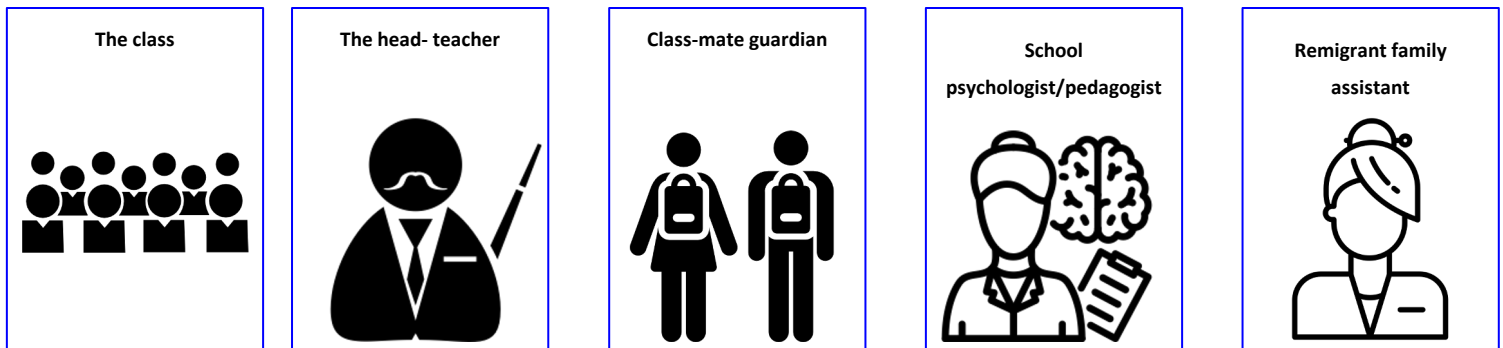
- Handout



A meeting between parents and the school pedagogist/psychologist and the remigrant family assistant

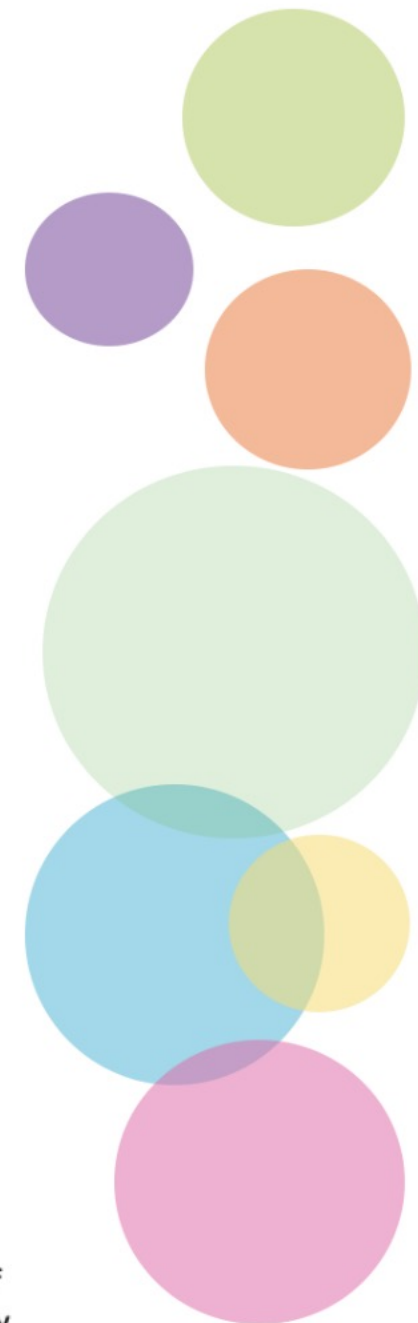


Preparation of the class for the admission of a new pupil and appointment of a classmate-guardian

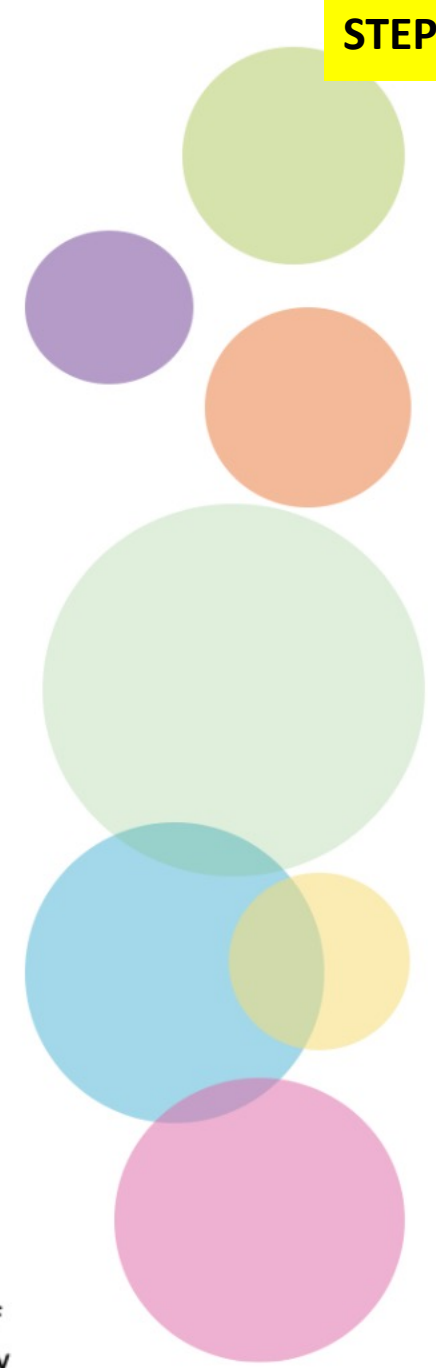
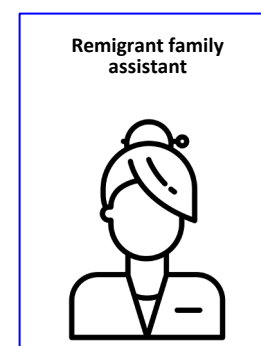
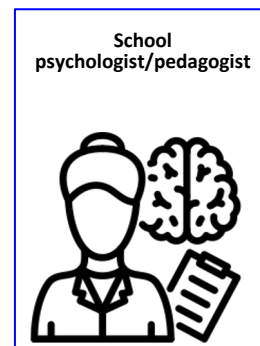
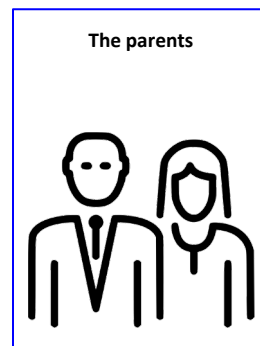
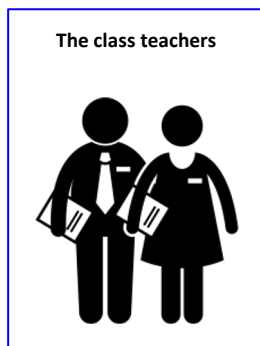


Appendix 3: We are getting ready for your arrival

- Handout

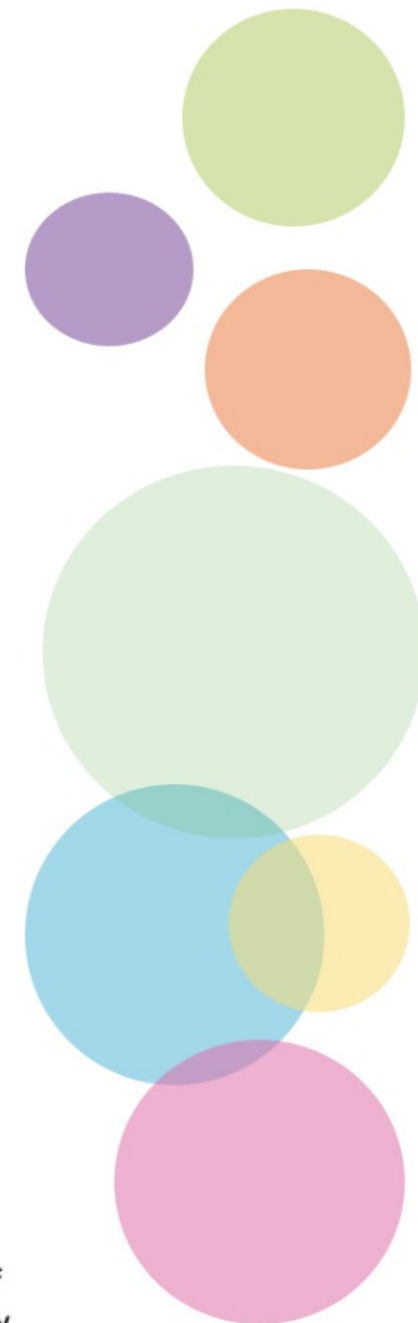


Develop part I of the Individual Plan of the Adaptation of a Pupil (IPAP) and presentation to the parents

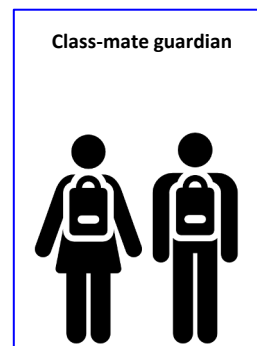
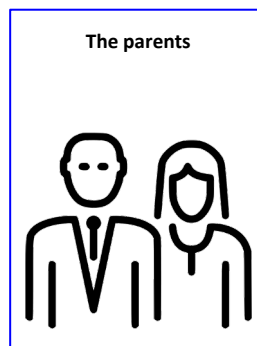
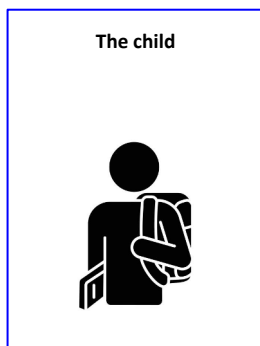
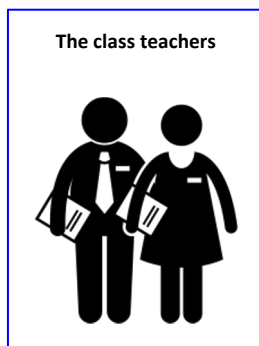


Appendix 2 (IPAP)

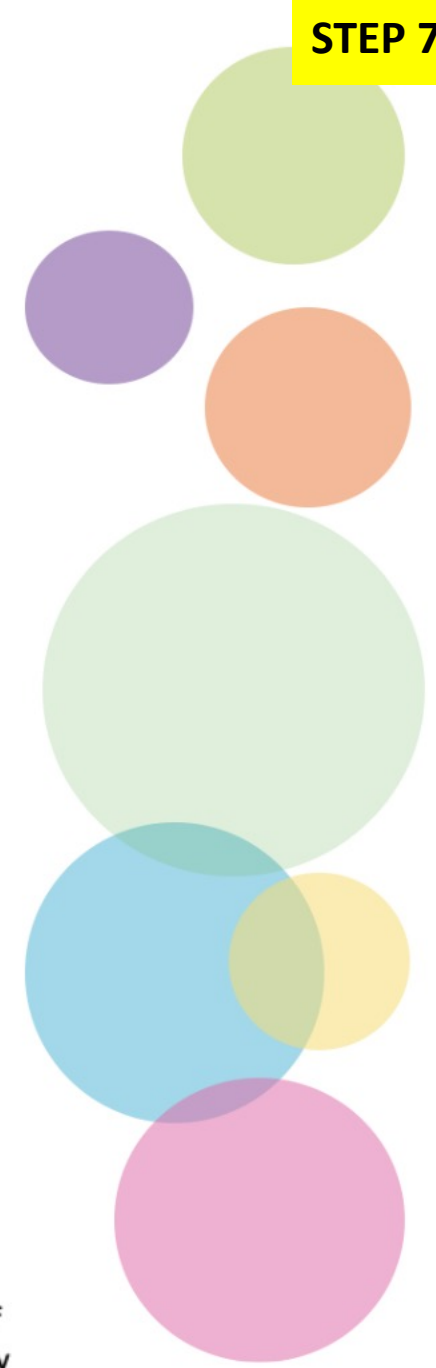
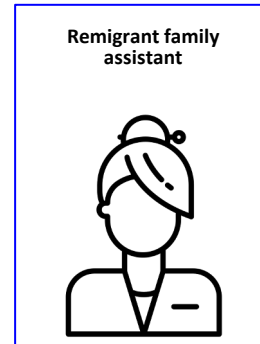
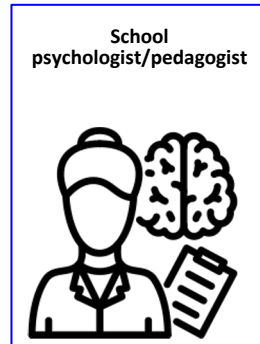
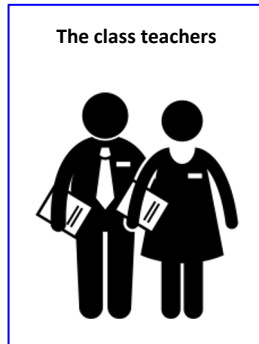
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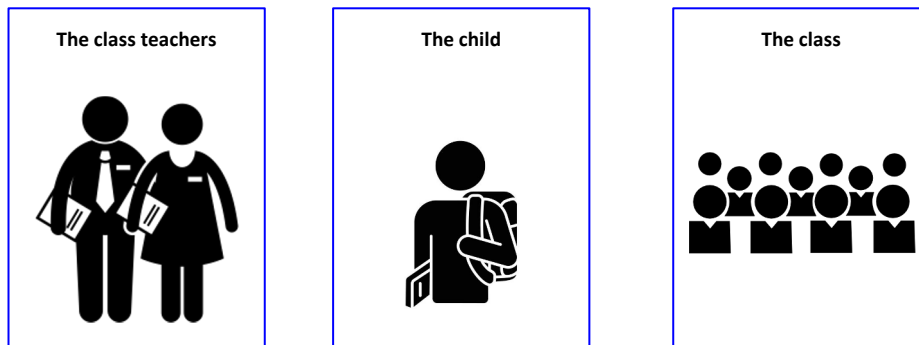
The pupil with his/her parents visits the school and get to know the classmate-guardian



Prepare teachers for the admission of a new pupil

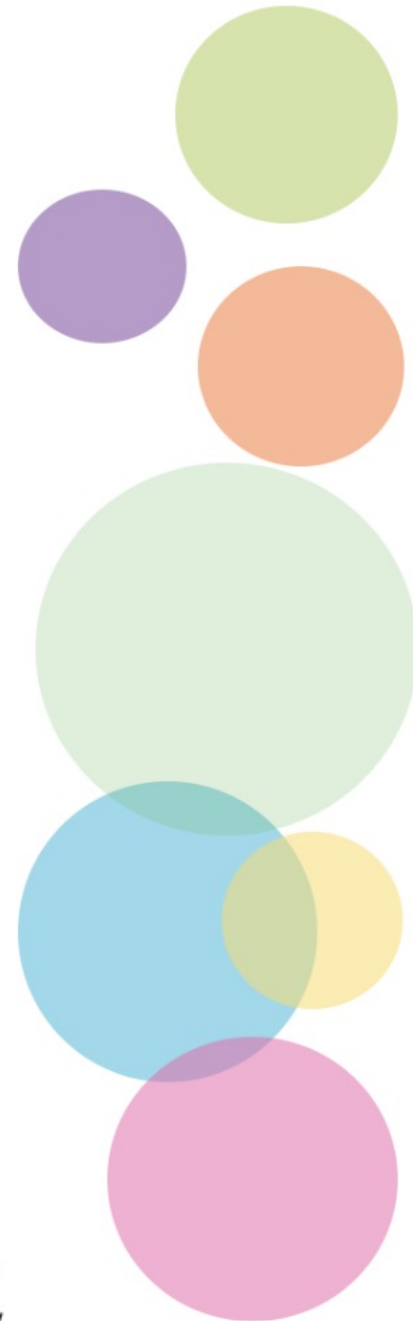


It is time for the child to enter the new school!

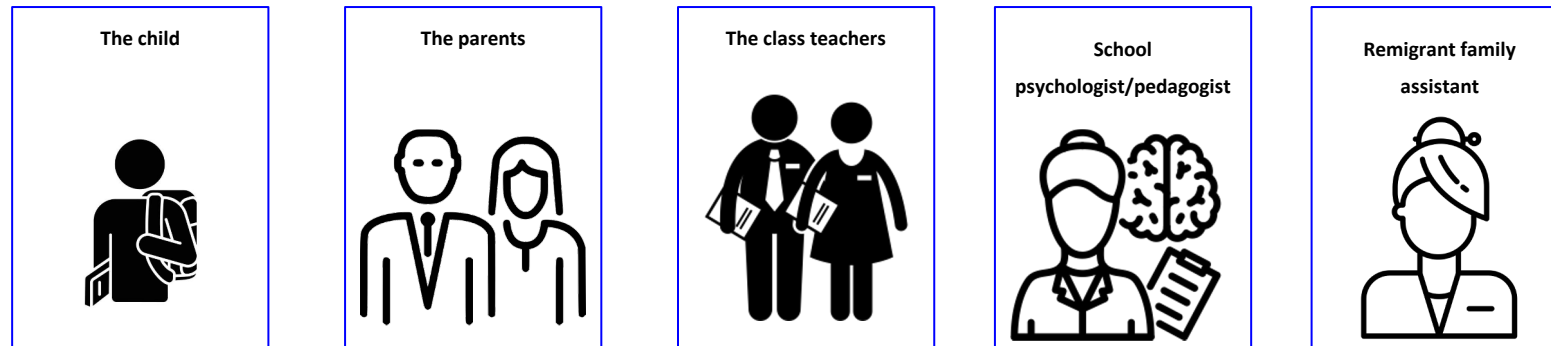


Appendix 4 (LESSON: Get to know me - Get to know us)

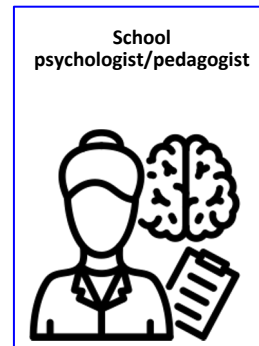
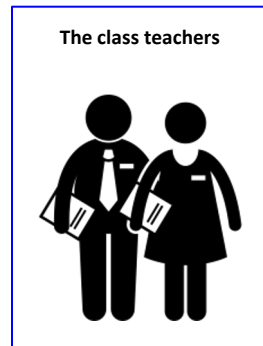
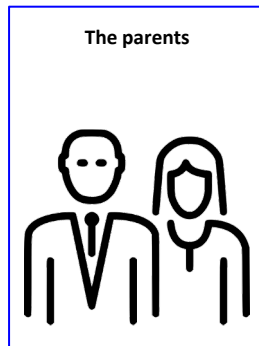
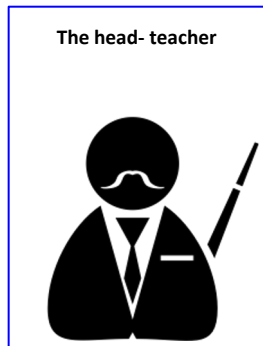
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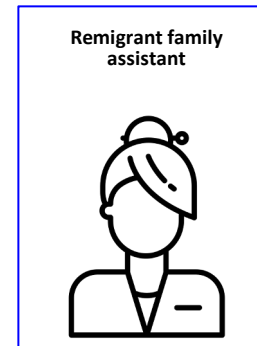
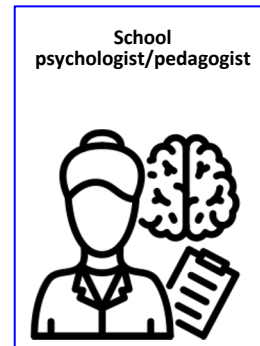
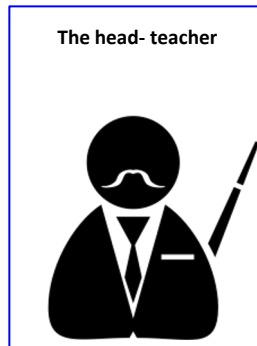
Actions to support the child in the process of their adaptation in the new school in the social and emotional aspects



The objective of this step is to support the pupil's cognitive functioning and assist them in fulfilling their academic duties

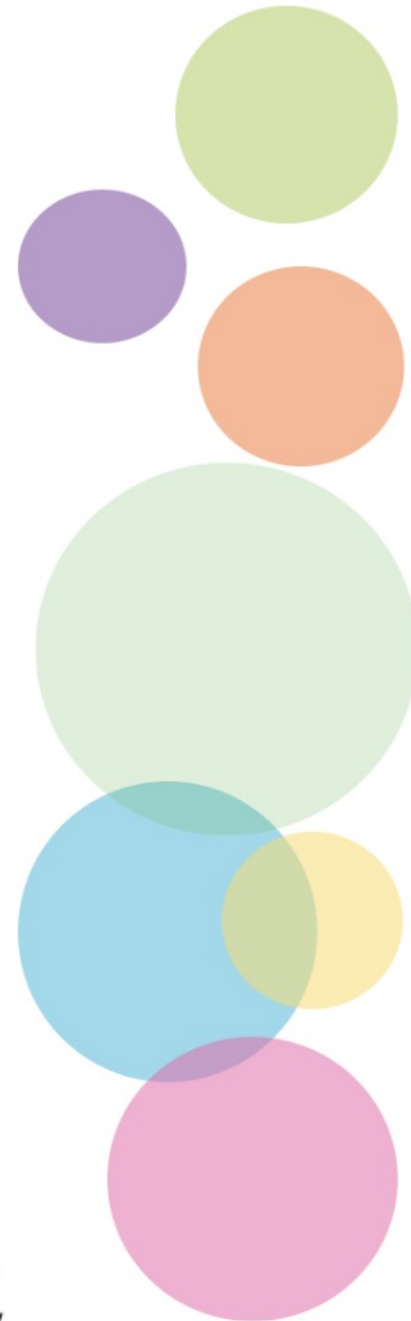


Evaluate the actions taken to support the pupil in his/her adaptation process after returning to his or her home country



Activities undertaken by teachers in the class

- We are getting ready for your arrival (Scenario No. 1)
- Get to know me, get to know us (Scenario No. 2)
- Meet our school (Scenario no.3)
- Our talents - how similar are we? (Scenario No. 4)



Activities undertaken by teachers in the class

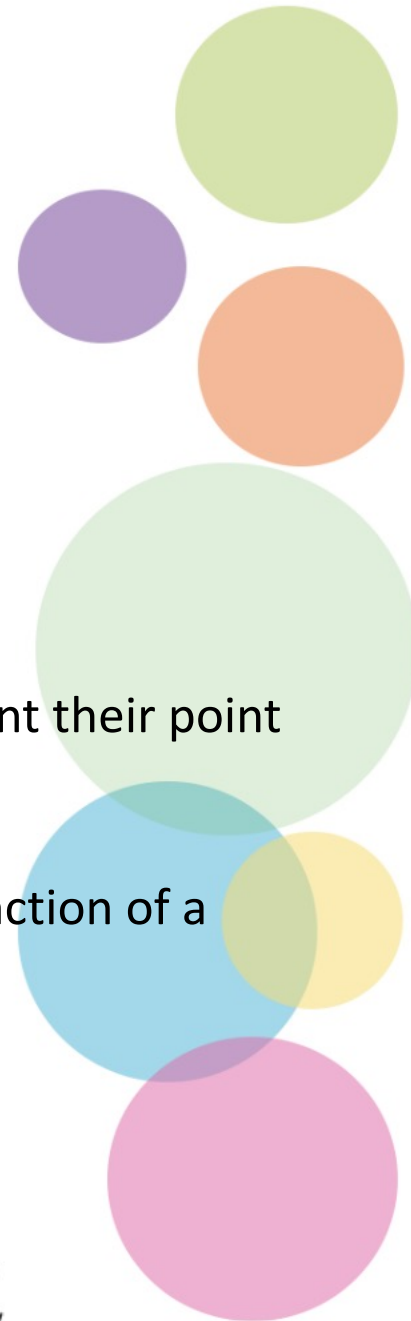
Each lesson is divided into three stages:

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

- Observing the pupil's functioning in the cognitive, social and emotional aspects
- Involving the pupil returning from abroad 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



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Co-funded by the
Erasmus+ Programme
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