



Istituto Pro.le F. Datini



Project Number: 2011-1-IT1-LEO05-01961  
CUP: G32F11000680006

## Guidelines against early school leaving

### First Part : Introduction

These guidelines against early school leaving are for all teachers who wants to know new situation in a school, when they arrive or when they have to work in a new role.

1- By scanning the school year in its various phases are assumed to be good practice to start to combat the discomfort and distraction.

With the method of the 'check list' means allowing teachers and the school as a whole to reflect on the theme of the dispersion starting from the practical and concrete needs

In developing the tool were kept in mind all the modules of the Training Package on the School Inclusion portal and the results of its workshops.

2. The school year is divided into four periods of work and activities:

- Before arrival: the knowledge of previous schooling, the creation of the "task force"
- The arrival at school: the phase of reception
- During the year, the first period
- In the middle of the road: the feedback
- The last day of school and possible paths

3. In each phase is reported a list of possible activities and modes of operation.

The checklist serves the school to follow every step of the delicate process of the students, especially to recognize the risks of leakage and identify possible actions.

The checklist serves teachers, both individually and as a team, to direct its activities.

4. The use of checklists is related to the activities of the Institute to combat early school leaving. Serves at the end of each phase and / or school year to assess, redesign activities and interventions, as well as a tool for dissemination of good practice. For each phase, the checklist used to attract projects, documents, teaching materials to create an interactive archive and growing. (Need not to waste the experience).As an example, the first section is an example of reflection on the checklist with the YES and NO refer to actions under.



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## **Second part : the phases and periods of school year**

**FIRST STEP : THE ARRIVAL AT NEW SCHOOL:** first example how to use check list and to build a "task force"

### **What to do and to check before we get into the new school situation**

Have we contact with the secondary school level?

If YES activated forms of contact:

- Cards and documents contact secretariat teaching
- Project specific network / territory / Institute
- Informal contacts with teachers contact
- Involvement of agency training for a specific job orientation
- Other forms of contact and knowledge to be specified with reference to documentation

If answer is NO : predict and design.

### **Create a "task force", a strong workgroup**

To launch a shared and effective to combat early school leaving, the Institute is advisable to check the presence of a staff, a "task force" that works from the beginning of this strategic theme.

### **How to set up this task force?**

### **What external parties involved and in what stages?**

### **Identify a group of reference around which to rotate internal and external contacts and contributions?**

### **What procedures to activate enable this task force?**

We check all actions by YES or NO system, to predict and design.

## **THE ARRIVAL AT NEW SCHOOL : Training classes**

At the beginning of the year is truly important to compose new classes, to mix as well as possible different kind of competences, scholastic history, and so on.

YES or NO points to check:

- General criteria (by whom? With what objectives and strategies?)
- Tools (Committee, working group)
- Human resources

### **Other question and problems to check**

The Institute provides at this stage meetings with? ...:

- Students / families
- Operators of Vocational Training / Job Centre Provincial
- Other educational subjects in the area (integration of foreign students)
- social Workers
- Socio-sanitary (SEN)

What forms do you foresee? What subjects involved? What contributions are expected?  
Prepare a detailed check list where to register all these phases and actions.





## **SECOND STEP :START OF SCHOOL ACTIVITIES ( school calendar)**

### **Premise**

In the phase of arrival at school come into play components that each institute analyzes in its context and considering the resources available. The previous phase ("first to arrive") is a necessary prerequisite to the subsequent activities.

A reasoned timing plays a fundamental role in the design and provision of effective activities. The list of activities below for this step proposed strategy also allows you to collect in a dedicated archive materials and experiences (with the use of links and pointers) It also provides a check list open to the contribution of teachers both individually and in team

### A POSSIBLE PATH IN THIS PHASE :

Project "Home" at the Institute level and / or network in which we consider:

- Use of space (use of open / closed / common)
- Test disciplinary input (design, references to materials produced by the dedicated "system")
- Test motivational orientation (in collaboration with the Training / on a self-developed within the study addresses)
- Forms of mentoring (teachers, students of higher classes)
- Educational tools to be used in this phase (teaching units, audiovisual and multimedia, training agreement, role-play rules and life in the classroom and the like)
- Pathways to integration for foreign students
- Projects for disabled students

### **WORKING GROUP**

The initial phase of the arrival in the new school situation requires constant support of all those who work within it. At this stage to identify a working group of the Institute and a working group within each class council, in order to standardize teaching and training activities and create a "climate" favorable internal and able to identify the risks of dispersion Possible actions and projects to be implemented (always to be considered in view of the checklist):

- Presentation of the class council and identification of tasks and role of figures within the class (coordinator, tutor)
- Board of class "0" to know the reality of the class (the initial phase) and set the schedule of activities
- Collect into documents all these phases and activities.
- Explain clearly for each person involved his role and competences.

### Other important activities to check

- Individual interviews with the families of new students: content, modalities, the importance of creating adequate space, drawing up a 'diary' that collect during the school year the information obtained from interviews.
- Periodic meetings with the staff of the school, with pupils tutor, with other operators in the school situation (Vocational Training Centre for Employment, health and social workers).
- At the end of the phase of 'arrival at school', a fact sheet summarizes the actions





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performed and a first monitoring / mapping the outcome had. The mapping shows a first outline of the students are more exposed to risk dispersion, according to different levels and with an indication of the first actions suggested

### **THIRD STEP The school year**

During the school year it is appropriate to identify the periods and the instruments of observation, evaluation and related education and training activities to also provide answers to the "emergency" on the issues of daily discomfort, early school leaving, risk of failure and abandonment.

The initial mapping must be constantly monitored, reviewed and updated.

This is to identify the crucial aspects and operational tools to work steadily and deeply.

What are the situations and circumstances that are to be kept under observation in the daily path in the medium and long term?

#### **A possible check list :**

- Absences / delays / early exits
- Conflict Management (in class, including students, with teachers, bullying)
- academic performance
- Other possible risk indicators

For each of these intervals to identify ways and means of observation. ( at class level, at course level, with observation of working group and similar)

During the year :the phase of the assessment of risk indicators:

Not only related to scanning of the school year (quarters, semesters) but interim evaluations (focus groups, interviews, group meetings and work with the coordinators). In constant liaison with the Secretariat for Teaching and territorial bodies. Check list:

#### **The school year :evaluation and monitoring**

Since evaluation is so important in fighting early school leaving, we have to check all tools to use for a whole evaluation of students at risk.

The mid-term evaluation (report card, cards interperiodali) in cases at risk cannot be limited to the aspects "summative" or maybe focus on the assessment of behavior. Must be the basis for a redesign in a direction more and more individualized training program, aimed at building a true 'project' of life for students at risk, with the involvement of all stakeholders inside and outside the school.

At this stage of the school year may appear more outlined the differences in the series. The work is not only quantitative (how many pupils at risk?) But qualitative (what are the real chances of recovery and retention in the school system?)

Hence the need to set in detail the path that will lead to the end of the school year and differentiate the most of the educational opportunities in response to the needs of children and families

#### **Actions and monitor ( to put in a check list and monitor)**

- Methodological reflection / learning (by the class council and the working group)
- Paths workshops to small groups of improve self-esteem , reorientation and study support (in collaboration with other stakeholders and operators)



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- Individualized teaching (peer education, cooperative learning, learning styles, project work)
- School-work (company visits, meetings with testimonials, short observational internship)

### **Third part : AT THE END OF THE YEAR: NOT ONLY EVALUATION**

The conclusion of the school year is the time of the evaluation and the setting of the next job. These two moments are an opportunity to trace products through the materials and the analysis of learning outcomes and the course played to grasp strengths and weaknesses. Once again, the quantity and quality intersect.

#### **Possible actions in this phase**

Give a playful and "open" to the last day of school for the boys during the year were "difficult" valuing their experiences, exposing their products, if any, calling them the story of their school year in collaboration with teachers , tutor students, families, in a kind of "event" significant sharing.

#### **The working group and the staff just played the last bell set a path:**

- Analysis of all available data, starting from the earliest stages of the school year
- Monitoring of successes and failures
- Evaluation at the level of class, each student in the context of the school
- Redesign of interventions: first hypothesis
- Dissemination of the results of this final account of the experiences

### **HOW TO USE OUR DIFFERENT CHECKLISTS**

The checklist built up through the course of a school year makes it possible to identify the final stage of evaluation and redesign future setting of the open questions.

The examination of the documentation for each phase allows to evaluate the difficulties and feasibility of each activity

The impact of 'the system', the transferability of part or all of the experience is the ground on which most working group may reflect

### **WHO MUST BE INVOLVED? Check list to build and share.**

- Human and financial resources
- Teacher and operators
- Relationship with the institutions and other educational subjects
- Building networks of schools structured
- Connection with the socio-economic reality of the territory
- Impact on the organizational aspects of the school system (hours, calendar, stiffness)

### **HOW TO SHARE EXPERIENCES AND ACTIVITIES**

For every aspect of the school year and the first time identified each teacher can "link" reference materials (stories, experiences, site links, references, projects, etc.) to connect to the checklist interactively, expandable.

The database constructed in this way is the basis for the training of teachers and schools on the reflection of the experiences carried out. An open virtual space can be built for every teacher , and everybody can contribute to this with technologies.

The contribution of the working group is open and always possible. In education and in the educational process in general the expression work in progress would be most appropriate.



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