Stay@School

Workshop on Module 1 "Identification of students at risk"

Mislata Spain 26th October

Minutes

Participants

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All participants mentioned above attended the workshop and the chairwoman called the meeting agenda at 9:20 which was discussing Module 1 of the European Project Stay@School which regards the identification of students at risk of School failure or /and dropout in the first place, making suggestions for the posts to the forum in the second place and to finish proposing future actions in our school.

1. In relation to the first point we went through the main concepts of module 1 and highlighted the proposed stages to follow:

Firstly we need to identify young people at risk of dropping out, taking into account that there is no one single influencing reason or single identifying risk factor which can be used to accurately predict whether a student will 'drop out' of education. Secondly we also need to have in mind that the earlier students at risk are identified, the more chance there is of resolving the problem and thirdly that identification factors to look for which can lead to school 'drop outs' or early course leavers are quite diverse.

Within educational factors we enhanced that:

-High quality educational leadership is essential to ensure that educational policies at national, regional and local levels are not too rigid, inflexible or lacking in vision.
-It is important to offer differentiated learning to meet each student's different learning styles.
-It is important to have the right climate for learning for student retention.
-Assessment of individual students is essential to decide what stage students have reached in their learning.
-Communication between schools is good..
-Poor course selection is one of the most important factors in our school as they are adults.
-Students' relationships with teachers is an important factor as well since inflexible school disciplinary systems also influenced 'drop out' decisions.

So as to personal factors is concerned we agree that poor attendance, poor behaviour, circumstances beyond the control, the power of peer group, Bullying , low self esteem ,lack of interest or boredom with the course, difficulties in meeting course requirements have a great influence in dropping out.

Related to family influences it is true that educational expectations: Students coming into education from a wide variety of backgrounds with different cultural expectations; elective home

education depending on the country's law, family circumstances such as splitting up…and immigrant children are barriers to be overcome.

And about community and social factors we stated socio-economic status, Anti-social-behaviour and work culture are among the most significant.

Eventually, we discussed about the possible strategies to identify students at risk such as : Multi-agency meeting, Early intervention, Learning style, Alternative schooling, Family involvement, After school programmes, Community collaboration, Career choice guidance, Peer mentors and Continued teacher training. However sometimes we feel that public institutions don't have the needed resources and legal procedures to carry out the strategies.

2. Regarding the suggestions for the post we agreed on the following opinions:

We are four participants from CIPFP Mislata (Valencia - Spain) and after reading the content of module 1 and having discuss about the questions which Andrea proposed, we all would like to contribute the following:

Firstly, we think the consequences of school dropouts among students can

- increase the difficulties to get a job and in case they find it, it is likely to be a low-skilled job with low salary.
- increase the probability to end out in drugs deals, delinquency, etc.
- affect his emotional development: low self-esteem and the feeling that they will not be able to reach his aims

Secondly, we think that either teachers or educational system are not aware enough of dropouts in Spain. We work in a Vocational Education and Training (VET) School where most of the students are adults (over eighteen) and the Education system in Spain do not consider dropouts when students are over eighteen. Therefore we do not have any resources to deal with it.
Moreover, teachers are not aware of the problem either. Because in Spain, VET teachers are usually experts in their subject, but they don't feel as educators. For this reason, we need awareness programs about dropout for teachers to get a strong implication in the problem. In fact, mentors must carry out the main tasks to prevent dropouts:

- To detect possible dropouts
- To guide students to avoid dropouts

3. Finally and as far as actions or proposal are concerned all members agreed on:
A. Designing a <u>new evaluation minutes</u> where information about dropout, absenteeism and students at risk of failure can be enlisted and actions taken registered.

B. It was also suggested to create <u>a new students profile sheet</u> to be completed at the beginning of the course with most of the information named at the module 1.

C. Moreover and regarding Gisela's request about materials to improve early detection, career guidance and to restore low self-esteem.
Therefore materials should be dealing with or include:

-How to record students' profile to detect the ones at dropout risk.

-Hints to get to know what to observe in students' behaviour.
-To learn about the psychological reasons behind the behaviour.
-To enhance awareness and responsibility on the subject among teachers and mentors.
-To have "school protocols" to know exactly what to do.
-To include the issue at the pre-evaluation at the beginning of every school year and focus on students at risk.
-Techniques for teachers and students to restore students' low self-esteem.
-Techniques to help to develop students' own judgement in order to deal with negative family factors.

All members are reminded to continue on module 2, to have a preliminary reading before the next workshop to discuss the content of it.

Signed by   **Recorded by**
Juan Murgui, Joaquin Escriche,   **Mati Guillem**
Juan M. Marin