

Stay@School

Workshop on Module 1 "Identification of students at risk"

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Minutes

Participants

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To identify students in situations of school abandonment, there are lots of factors that might influence, both as educational, as well as personal and social ones.

Within the educational factors, we have to consider that our Center is an inclusive school, located in a multicultural environment. We work with students who suffer from motor disabilities, so educational diversity is a daily task. In this way, one of the aims, and object of attention at our centre is to integrate and detect possible students at risk of school dropout.

Due to the diversity of students, we try that teaching is motivating at different levels of learning. Many times is useful the strategy or the technic *student - tutor*, so you have collaboration among the students within the same class. Teamwork and feeling useful is motivating for everyone because this creates a good atmosphere for learning in which everyone feels useful.

You always have to show to the student that he/she has the capability to do things, in that way you must induce him/her to reach a goal which motivates him/her and struggle to get it. We must educate them in responsibility and respect, make them act according to their principles. We have to provide them the resources to make them understand that if they have to retake a year, it is not reason for abandonment, but to reflect and learn from past mistakes. They must analyze the causes and solve them, without despising it. Otherwise, it is likely the student rebels, boycotts the class and finishes by leaving the educational system because it is not helping him/her anymore, it discourages him / her, so that the student will seek other things to do outside education.

Therefore, in our center we work on different educational strategies, such as cooperative learning, peer education and other methods in which the student has an active participation.



Due to that one of the first indicators of possible dropout is the lack of class attendance, we have a system on the network in which absences are daily recorded, so that it facilitates the coordination with the tutor who gets in touch with the family immediately if it is necessary.

Another measure of attention about a student, is a misconduct when he/she interrupts the class frequently and draws attention. In this situation, there is a coordinated protocol for teachers, tutors, parents and the management team, where the first step is to encourage the student to talk to the teacher and try to solve the situation that caused the conflict. If this step fails, the tutor intervenes, and the last step would be the head teacher. We try to make student understand the need to respect rules, today at school and later in society.

At our school we have an active teaching staff willing to establish a smooth communication between students, teachers and families.

On the other hand, we usually share information and opinions with other schools, which help us to exchange experiences that will help us to improve the proposed aims. That is why the percentage of dropout we have is minimal, compared to the number of pupils enrolled.

Education, family circumstances and needs are also fundamental in the risk of dropout, hence our Center provides collaboration and constant communication with families to motivate the student. Our aim is to make parents participate as much as possible, and most of them are willing to accept this opportunity. Without any doubt, this is rewarding to the Centre and facilitates our tasks.

In short, we believe that any learning method which motivates a student at risk of abandonment, is fundamental in order to boost his / her self-esteem, creating a fluid communication and help him / her to feel an important part of the learning progress and of the school community.

It is not easy, but not impossible, and working in team and with good coordination, is much easier to achieve the proposed objectives for dropout prevention.

