

Datini 1 Stay@School

Workshop on Module 1 "Identification of Students at Risk"

Florence (IT) 30 October 2012

Minutes

Participants

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| Alberto Maria Onori | Ist. Sismondi Pescia |
| Serena Cerborcini | Ist. Sismondi Pescia |
| Giovanni Ricci | Ist. Sismondi Pescia |
| Costantina di Giglio | Ist. Agrario -FI |
| Francesca Pirri | Ist. Agrario -FI |
| Angela Baldini | Ist. Agrario -FI |
| Anna Maria Manciacgli | Ist. Agrario -FI |
| Alba Mencuccini | IIS Valdichiana Chiusi |
| Aloisi Patrizia | IIS Valdichiana Chiusi |
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At 1 P.M. Mrs Bertini opens the discussion recalling the highlights of the Module "Identification of students at risk" and the contributions given in the forum of the 16th October listed below:

What tools should be provided to the teacher 'in training'

Which skills should be looked for/provided to students at risk

What organization should an educational structure adopt in order to develop skills (working outside the school, even offering recreational activities?)

Interventions are presented and commented on the forum. It is shown, however, that interventions do not really face the problem of identifying those students at risk of dropping out, but they rather insist on remedies. They also identify the low-level family environment as a common starting cause of dropping out. For those students it is suggested a personalized remotivation activity. This topic opens the discussion, the teachers report their personal experiences and identify other factors that can lead to drop out: the existence of a non recognized handicap such as the DSA (specific learning disabilities), the condition of non-EU immigrants or gypsies, or the presence of students who have failed repeatedly. All the situations of discomfort reported above are present mainly in vocational schools. In the case of foreign students who do not know Italian, the work with them should start before the beginning of classes, in order to give them some possibilities of understanding. Otherwise they can drop out after a short period. The central problem is that all students at risk have a deep lack of 'self-esteem' (partly due to counselors in junior high school), so teachers have to work hard to recover self-esteem through educational workshops.

The workshop ends at 3 P.M.



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| Maria Chiara Marchetti | ISI Barga |
| Pasquinelli Bianca Maria | ISI Barga |
| Serafini Elena | ISI Barga |
| Vincenzo de Felice | ITCG Fermi di Pontedera |
| Andrea Mazzei | ITCG Fermi di Pontedera |
| Antonietta Farina | Ist. Vegni di Arezzo |
| Marcello Aprea | Ist. Galilei di Livorno |

At 1 P.M. Mr Marco Manzuoli opens the discussion recalling the highlights of the Module "Identification of students at risk" and the contributions given in the forum of the 16th October listed below:

What tools should be provided to the teacher 'in training'?

Which skills should be looked for/provided to students at risk?

What organization should an educational structure adopt to develop skills (working outside the school, even offering recreational activities?)

The work on the forum is presented in more detail, however, most of the interventions insist on the remedies to drop out and identify the low-level family environment as a common ground (in boys at risk) suggesting personalized paths as a remedy.

The teachers report their personal experiences and identify other factors that can lead to drop out: the existence of a non recognized handicap such as the DSA (specific learning disabilities), the condition of non-EU immigrant or gypsy families, or even the presence of students who have often failed at school. All situations of discomfort reported above are present mainly in vocational schools. In the case of foreign students who do not know the Italian language, an activity with them should start immediately before the beginning of classes in order to give them the basic elements of understanding, otherwise they could drop out after a short period. The basic problem is that all students at risk share a deep lack of 'self-esteem' (also due to counselors in the junior high school). Teachers must work hard to recover self-esteem through educational workshops.

The workshop ends at 3 P.M.

