

Stay@School

Workshop on Module 2 “Communication”

Mislata Spain 23 November 2012

Minutes

Participants

Juan Murgui, Juan Miguel Marin, Joaquin Escriche y Matilde Guillem.

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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 2 of the European Project Stay@School which regards communication, making suggestions for the posts to the forum and proposing future actions in our school. The meeting was held during two sessions on the mentioned dates.

1. In relation to the first point we went through the main concepts of module 2 and highlighted the basic points:

How to start a conversation with difficult or truant pupils?
How to prepare for a conversation with parents of absent pupils?
Documentation for the process of a conversation
How to reach an agreement.
How to evaluate the outcomes of the meeting in an efficient manner?

Within prevention in order to prevent truancy we focused our attention to:

- The importance to talk about absenteeism in class.
- The value to promote positive reinforcement in class and have a good learning climate by establishing a good atmosphere in class.
- The seriousness of showing them our appreciation, assigning them responsibility and letting them take part in deciding about learning matters
- The significance of a self-critical look at our teaching style and ask ourselves questions such as: “How satisfied am I with the standard of my teaching?”, “What would I like to change?”, “What is going well, what isn’t?”

As far as promoting positive atmosphere at school and procedures for registering documentation of truancy and exchange with colleagues is concerned we think that most of the suggestions are addressed to Compulsory Secondary Education and don’t give much assistance to adult students in VET.

Regarding early intervention we already have a written or computerised attendance registration system updated at least daily and if at each lesson, however as the most part of the students are adults we don’t have much contact with parents and it means that sometimes we feel that they are a bit alone to be in charge of their matters.

In relation to School specific rules and guidelines our school follows the established VET legal

procedures. The ones mentioned in the module are addressed to ESO and Bach.

We believe that In order to support the pupil individually, it is necessary to be clear about the pupils' strengths and weaknesses, abilities and passions.

In our opinion **The Working sheet for assessing achievement** proposed in the module could be very useful for our VET school with changes adapted to our professional fields and basic skills.

In connection to the basic principles of communication we cannot deepen clearly into the three ego states but as our students are adults we should be using the A-A state when having conversations but tutors should be aware of it somehow.

In addition all communication tools proposed, such as active listening, attitudes, expectancies, goal setting and preparing questions as well as determining location and time and inviting conversation partner/s seem very convenient to us.

2. Regarding the suggestions for the forum we would like to contribute with the following posts:

A)

After reading the communication issue on Module 2 and the posts about it, Mislata team thinks that its content is very interesting as well as offers much info; in addition, debate at the forum is pretty enriching and appealing, we have to say and it often leads us to gripping discussions regarding our school.

We agree with Ifosella that it is really difficult in a Spanish school to follow a correct procedure of communication to resolve absenteeism among students and it is true that the teacher's role is in the middle of students, colleagues and parents, which is a very difficult position. Nevertheless, if you take into account adult students, teachers are in the middle of the students, colleagues and the law, and, in my opinion, it increases the problem since they don't have the support of the family; at least, we can't contact them without the students allowance in Spain. That means that sometimes students feel that they are left all by themselves and that nobody cares at school because they are grown ups.

B-

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3. Finally and as far as actions or proposals are concerned all members agreed on:

Adapting the **Working sheet for assessing achievement** proposed in the module in accordance to basic skills and professional fields for, as it is said on the module, it is an easy way to get clear about the educational background in view of potential needs. Eg:

Subject	Content	Resources/ knowledge/ skills	Potential need support	for	Urgent need support	for
ENGLISH	Comprehending					

	Reading			
	Oral linguistic competence			
	Written linguistic competence			
	Interaction / Listening			
MATHEMATICS	imagination of mathematical variables, spaces and objects			
	basic arithmetic operations with numbers 1 to 100			

All members are reminded to continue on module 3, to have a preliminary reading before the next workshop to discuss the content of it.

Signed by
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Juan M. Marin

Recorded by
Mati Guillem