

Stay@School

Workshop on Module 2 “Communication”

Iasi (Romania), 8 November 2012

Minutes

Participants

	Name and Surname	School
1.	Robota Daniela	Nicolina
2.	Peste Mioara	„N.lorga” Iasi
3.	Cucuteanu Ion	Lic. D.
4.	Lencu Margareta	Sc „N.lorga” Iasi
5.	Iacobute Nicoleta	Sc „N.lorga” Iasi
6.	Lupulean Daniela	Col. Ec. Adm
7.	Lupulean Radu	Col. Ec. Adm
8.	Homutescu Claudia	Nicolina
9.	Tareuceri Daniela	Sc. „N.lorga” Iasi
10.	Baban Daniela	CTETC
11.	Gavriloaiei Doina	CTETC
12.	Bruma Ana	Sc. Dolhesti
13.	Albastroiu Simona	Liceul Teh „p. Rares” Tg. Frumos
14.	Alexandrescu Lacramioara	Col Economic de Electronica si Telecomunicatii
15.	Frentescu Ioan	CTETC
16.	Gorban Maria Elena	Col Economic Adm.
17.	Sandu Sorin	Sc. Stefan cel Mare
18.	Sarghie Mihaela	Sc. Dobrovat
19.	Prodan Daniel	Sc Dobrovat
20.	Toma Mihaela	Lic. Tehn. „Nicolina”
21.	Matei Cornel	Lic. Tehn. „Nicolina”
22.	Lucia Petrescu	EuroEd School
23.	Antonita Carmen	EuroEd School
24.	Siminescu Carmina	EuroEd School
25.	Gatlan Nadia	EuroEd School
26.	Gorea Oana	EuroEd School
27.	Amarie Adina	EuroEd Kindergarten
28.	Marinica Maftei	EuroEd Kindergarten
29.	Rodica Ionel	EuroEd Foundation
30.	Zanet Alexandra	EuroEd Primary School
31.	Stefan Colibaba	UAIC University Iasi
32.	Gheorghiu Elza	Lic V.Alecsandri
33.	Adela Serea	Constantin Paunescu Special school
34.	Gabriela Tiplic	Economic HighSchool
35.	Ciocan Mihaela	Lic V.Alecsandri
36.	Smirnov Cristina	Lic V.Alecsandri
37.	Cleminte Andreea	Fundatia EuroEd
38.	Anca Colibaba	Fundatia EuroEd

For the 2nd Module training we received the participation of 38 people (35 teachers and 3 EuroEd staff) from 14 institutions.

Minutes

The workshop has been prepared in advance by sending emails and maintaining the correspondents with the teachers. Also the EuroEd team prepared different presentations and support materials for the smooth development of the workshop. The agenda of the event and the schedule were established and the activity venue was one of the schools involved.

The workshop started in an informal manner, with a short introduction of the objectives of this workshop and with a self-introduction of the participants, to give the opportunity to the participants to know each other, facilitating the open atmosphere and a better interaction.

The first part of the workshop has been reserved for the presentation of the project and of the training package for the new participants and as a remainder for the participants from the first training.

The second part of the training was a section for evaluation and feedback of the previous training on module 1. The participants had the opportunity, after they followed the module content to discuss on the main risk factors identified in their schools with references to real cases of students at risk of dropping out of education.

The third part of the training was related introduction on the Module 2 “Communication”. Beginning with a presentation of the module topics, objectives and competences, which will be reached after going through the module, the participants were introduced in the theme and context of the workshop. They had been challenged to discussions about the relationships between teachers, parents and students as well as the right school atmosphere, and to debate on the role of communication and role of the schools regulations and rules – who establish the rules. Raising the issue about the conflict conversations and management and about the communication barriers and the role of the teachers in promoting a positive atmosphere full of empathy, appreciation and support for students

To make the training more interactive the participants were involved in group activities – participants were distributed in groups and each group had to debate the following questions: How can teachers start a conversation with difficult or truant pupils? How can they prepare for a conversation with parents of absent pupils? Or identify and discuss about ways and tools of communications. The activities were a great opportunity to introduce the participants into the discussions and to discuss about their experiences and cases of students school ‘drop outs’ or early course leavers. Also it was very important to find out real life situations and solutions or methods used to prevent or solve these issues. Also the participants discussed about the problems encountered, about the gaps on the educational system, lack of communication between parents and school and solutions were identified.

From the teachers’ point of view, the training was a very interesting course, with a very active participation on the behalf of the teachers. All participants highlighted the importance of promoting a positive atmosphere full of empathy, appreciation and support which stimulates learning and consolidates relationships within students’ class or school community. Participants found the suggestions given to promote group dynamics very useful. They also liked the idea of school culture; each school should have its own identity, values, rules, events and good practices, which may induce in students the feeling of belonging to a place they really enjoy, an emotional attachment to school. Participants gave examples of activities that build up and strengthen communities of students (trips, celebrations, voluntary work); they also shared some experiences where school culture played a positive role.

Teachers also brought into the discussion the role of the Rules, which are essential- everybody must know their rights and duties. A documentation system for the registration of absences (authorized or unauthorized) is essential. Participants shared their experiences related to this issue and agreed that a written or computerized attendance registration system updated daily should be in each school. A

clear policy is very helpful: pupils should know what happens if they skip school; what the consequences are for them and their parents. Some participants mentioned the existence of contracts between the school, parents and students as a helpful way to make pupils responsible for their behaviour.

Communication between parents and school is very important. In case of unauthorised absence prompt and strong action is necessary: parents must be informed; by meeting parents/pupils teachers can find strategies to bring the pupil back to school. All participants found that parents' good collaboration with school is beneficial to students. They mentioned different ways they used in order to inform parents about their children's school progress (attendance/performance/ behaviour) by resorting to phone calls, emails, letters or face -to-face contacts. Modern technology is also used in some schools: a computerised system which parents can access from home. In some schools the parents' association is active and is involved in and even organise extracurricular activities which are appreciated by students. They are present in the school culture and help children make it.

Participants underlined that it is really very hard to find solutions if they do not have the parents on their side. The results are positive when parents get involved in their children's education and are interested in their children's progress at school. By talking with and listening to parents teachers can find explanations about students' behaviour; joint efforts usually lead to positive results.

Communication between teachers, students and parents is very important. Participants talked about the strategies to use to assist families who need help for their children. Both the teachers and the parents should learn how to communicate and to collaborate. All participants appreciated the materials in this module as very useful in this respect by providing them with the necessary practical information.

The last part of the training was reserved for providing feedback and discussing about the training. We received a very positive feedback from the participants.