

ESL Praga

12 - 16th July 2021

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Day 1: ESL in Europe, diversity and inclusives methodologies

- Early school leaving is generally defined as ending the school attendance without obtaining upper secondary education.
- In most countries, boys are more likely to leave school prematurely than girls. Young people from a migrant background often display a higher than average than EU.
- Possible reasons for ESL
 - Problems related to the course of study, school or to certain health, personal or emotional difficulties.
 - Socioeconomic or family background
 - Limited access to quality education
 - Inflexible education pathways, early tracking
 - Unhealthy school climate, bullying or poor relationship between pupil and teachers

Day 1: ESL in Europe, diversity and inclusives methodologies

Dropout rates in the Czech Republic

- Secondary grammar schools – dropout rates – units of percents
 - Technical/professional/vocational schools – more than a quarter
 - Result of a wrong choice of secondary school in vocational school
 - Lack information about their interests,...
 - The students then solve this poor choice by changing the program or by leave school.
 - Regional inequalities – best at north (rich families?)
- In the CZ the issue of inclusion of students from minorities is reduced mainly to Roma students. Generally insufficient experience with education of foreigners.

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- Role of career counselling in ESL

- In CZ, each school has a teacher who is the teacher counselor. It's a teacher with special qualification in pedagogical – psychological counselling but no qualification for career counselling.

- Family background

- Research shows the most impact on educational path of a child has the father and his aspirations and ambitions

- Lower socioeconomic status is often replicated

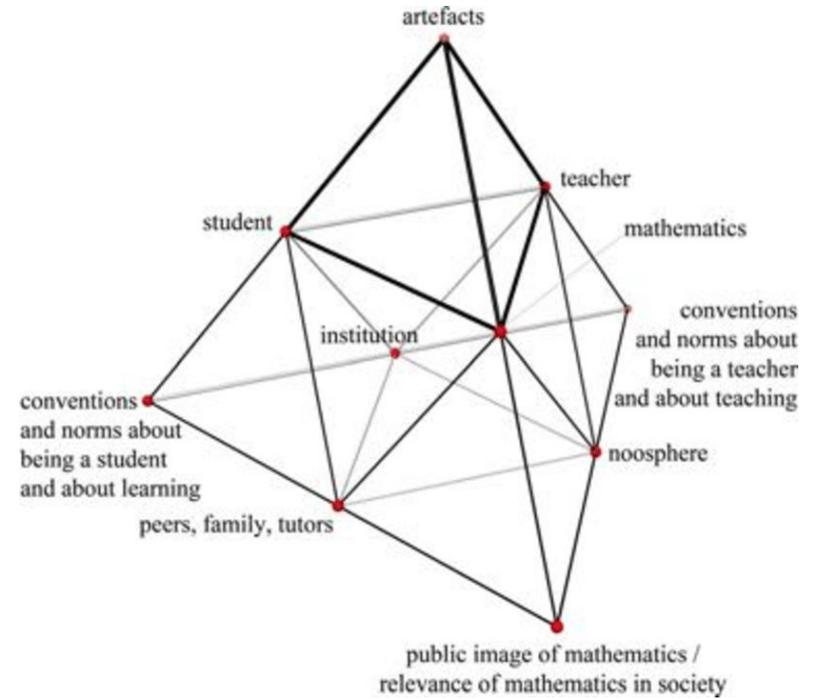
Day 2: Cooperative methodology and active listening

- Measures against ESL:
 - **PREVENTIONS:** access to good quality ECEC, relevant and engaging curriculum, flexible educational pathways, integration of migrants and minorities, smooth transition between educational levels, high quality VET, teacher education, strong guidance systems.
 - **INTERVENTION:** effective and evidence based early warning systems, focus on individual needs, systematic support frameworks, support to teachers, empowering families and parents.
 - **COMPENSATION:** accessibility and relevance of second chance education, commitment and governance, distinctive learning experience, flexibility in curriculum, teacher involvement and support.
- Identify students at risk:
 - The class teacher
 - Other teachers
 - School counselor
 - School psychologist

Day 2: Cooperative methodology and active listening

Communication situation:

- It's a pyramid based on 4 parts:
 - Artefacts
 - Students
 - Teachers
 - Family



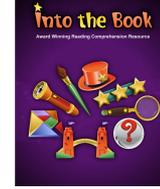
Day 2: Cooperative methodology and active listening

- Objective of communication:
 - Specific - target a specific area of improvement
 - Measurable - quantify or at least suggest an indicator of progress
 - Assignable - specify who will do it
 - Realistic - state what results can realistically be achieved, given available resources
 - Time-related - specify when the results can be achieved

Day 3: Foreign students

- **First activity:** sharing and discussing the different situations over the countries working on this course (Greece, Slovakia, Romania, Spain).
- **Second activity:** empathizing with new students from other countries:
 - We worked in groups, we had to translate a short story that was written in different languages.
 - Conclusions: the importance of cooperation between students, help them to be part of the class, give them language tools (for instance: laptop if they use it in highschool).
- **Possible cross curricular activities:**
 - Workshop of gastronomy
 - Workshop of traditional products, toys,...
 - Lessons of language of minorities
 - Presentations on customs and traditions
 - Comparison of what and how is your subject taught in other countries
 - Whole-class discussion with parents, representatives of minorities
 - Family trees
 - Storypaths

Day 4: ITC

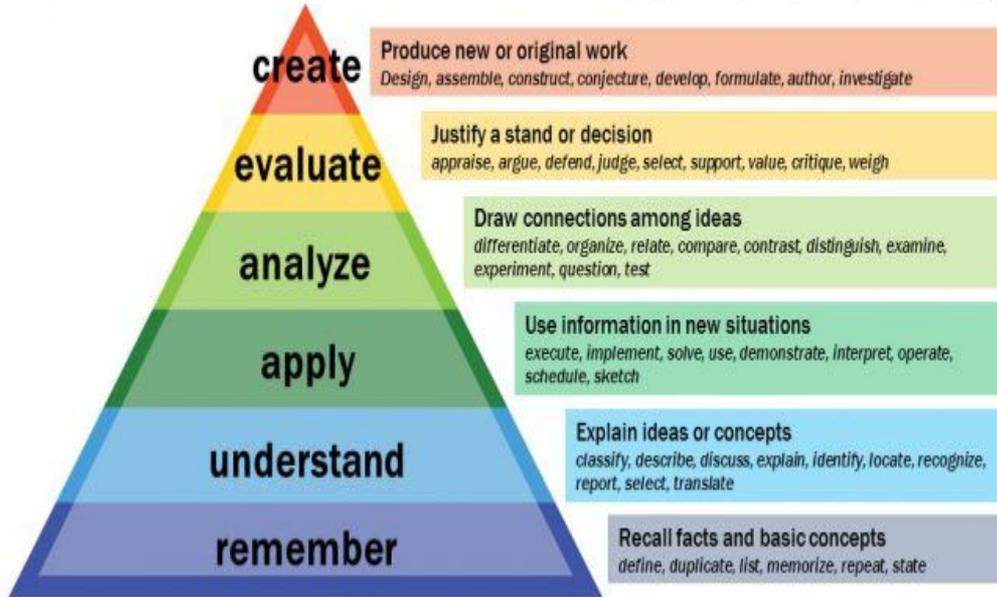


Interesting apps for class:

- **Goosechase:** it's an online platform that helps organizers create and run digital scavenger hunt experiences for team building, learning, public engagement, or a variety of other events.
- **Insert learning:** it's a Chrome extension that leads teachers turn any site into an interactive online learning. This extension gives autonomy on the students work.
- **Story jumper:** it's a website where students can create, draw, cover and publish short stories.
- **Into the book:** it's a reading comprehension resource for elementary students.
- **Edpuzzle:** it's a platform where you can create beautiful video lessons for the students. You can also test the students during the lesson.

Day 5: Bloom taxonomy and evaluation

Bloom's Taxonomy



- Other systems for evaluate:
 - **Coevaluation** - always try to do equal for everyone. Mix 2 positive things and 1 advice
 - **Descriptive feedback** - not assessing the person but their work and avoid comparisons with other pupils.
 - **Portfolio** - a new way to check the work of our students
 - **Oral exams** - for check the oral abilities of our students