

# **COMPREHENSIVE SCHOOL**

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## ***WELCOMING AND INTEGRATION OF FOREIGN STUDENTS' ETIQUETTE***

## **INTRODUCTION**

The increasing of foreign pupils in the last years took our institute to focus on both rights and obligations contents on instruction and appreciation of different cultures.

The welcome protocol of the institute in our POF simplifies the integration of foreign students through a good reception as a school life.

### **1 - AIMS**

In accordance with the regulation, our institute plans to:

- Give a good reception to foreign pupils.
- Encourage a good relationship with families.
- Promote respect and tolerance among people from different cultures, religions and ethnic groups.
- Upgrade teachers about intercultural themes.
- Appreciate the native culture and heritage of each pupil.

### **2 - CONTENTS**

The welcome protocol:

- Provides for a welcome team.
- Includes rules, principles, information about enrolment, welcome and integration.
- Defines school tasks.
- Helps to plan different activities both by making the Italian language easier to learn and by encouraging the integration at school and outside.

### **3 - WELCOME TEAM**

The welcome team is composed by:

- The Headmaster.
- Referent teachers for foreign pupils.
- Headmaster's collaborator of the school complex where the pupil will go.
- Pupil's parents.

- Cultural mediator.
- A teacher for the integration.

#### **4 - SCHOOL PROTOCOL**

The school protocol develops through:

- 1- An enrolling form.
- 2- A preliminary knowledge.
- 3- An educational policy.
- 4- Social relations.

The school integration protocol in detail:

##### **a- Enrolment and preliminary knowledge.**

Secretarial staff's functions are:

- Handing of paper work (in both languages) about the school organization.
- Gathering information about the pupil, (health, family and documents).
- Help in the completion of school documents.
- Informing the headmaster about the new foreign pupil.
- Completion of a foreign pupils list to update in case of new enrolments.

Headmaster functions:

- The headmaster guarantees the effective exercise of the right and duty to education.
- Checks the documentation necessary for the registration.
- Welcomes the new foreign student and his family.
- involves a referent teacher to make the interview with the newcomer.
- Select the class where the new student will attend, considering:
  - a) The presence of disadvantaged students or other foreign students.
  - b) The presence of teaches with specific skills.

Commission functions:

- First phase (reception)

- Data collection available at the school office.
- Interview with the family for information on their situation, on the migration path, on the student's education, on culture and their social integration.
- Inform the student about the school course and Institute Regulation.
- Request of a cultural mediator, if necessary.
- Visit of the school.
- Student curriculum vitae.
- In case of disabled student or about special educational needs, specific procedures will be activated.

- Second phase

- Linguistic screening for the skills verification and learning disabilities.
- Class assignment.

**b- Integration in class and welcome service.**

Duties of the referent teacher and class coordinator.

- Communication to the class teachers of the information collected.
- Development of the integration models (PDP) aimed to:
  - a- Help the student to overcome the difficulties in the new reality.
  - b- Educate to respect and coexistence of diversity.
- Identification of classmates with tutor's tasks.

The referent teacher of Italian language as a second tongue has to:

- Organize and realize different courses to teach Italian language.

**c- Test and evaluation.**

Referent teacher's functions

- Supervision of student's path to integration.
- Contacts with the different offices in the area.

Committee functions

- Testing of the effectiveness of the protocol.
- Estimate the welcome path, school results and motivation of the student.
- Bettering communication strategies for a better communication both inside and outside school.

**SYNTHESIS**

**SIGNING UP**

Who is involved	Tasks	Goals	Means
An employee chosen from the administration office.	<b>Providing documents and information:</b> personal data, certificates of previous school years. <b>Information exchange:</b> material concerning both the school and the Italian school system will be provided.	<b>Fulfil</b> requests and take care of the data provided. <b>Convey</b> the information to headmaster/headmistress and the responsible teacher so that the following steps of the procedures will be taken care of (integration and welcome)	<b>Bilingual forms</b> <ul style="list-style-type: none"> <li>- Application form</li> <li>- Auto-certification</li> <li>- IRC forms</li> <li>- Family communication form</li> <li>- Booklet concerning the new school's activities and whereabouts.</li> </ul>

### ACQUAINTANCE

Who is involved	Tasks	Goals	Means
<ul style="list-style-type: none"> <li>- New pupil's parents</li> <li>- Student</li> <li>- Representative or another member of the Welcoming Commission</li> <li>-Translator</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting with the parents</li> <li>- Meeting with the new student</li> </ul>	<ul style="list-style-type: none"> <li>- Collect information about the student's family and personal experience</li> <li>- Collect information about his language ability</li> <li>- Establish time span and ways of integration</li> <li>- Ease the process of familiarisation with the new environment (school)</li> </ul>	<ul style="list-style-type: none"> <li>- Synthesis of the first meeting with the family</li> <li>- Student's questionnaire in mother tongue</li> <li>- Informative forms concerning the pupil's old school and an active comparison between the former school system and the new one.</li> </ul>

### CLASS APPOINTMENT

Who is involved	Tasks	Goals	Means
Welcoming commission	<ul style="list-style-type: none"> <li>- Analysis of the documentation and information previously gathered;</li> <li>- Analysis of necessities</li> <li>- Analysis of resources provided by the possible classes of insertion</li> </ul>	<p>The class will be chosen taking into account</p> <ul style="list-style-type: none"> <li>- Student's age if the student arrives within the first school period</li> <li>- Student's previous school experience</li> <li>- The number of students per class, number of foreign students, presence of students belonging to the same ethnicity and already integrated.</li> </ul>	<p>Legislation (criteria art. 45 del D.P.R. n°389 del 31/08/99)</p> <ul style="list-style-type: none"> <li>-Documentation regarding the school the student comes from</li> <li>- List of foreign students already attending the school</li> <li>- Knowing each class' situation</li> </ul>

### WELCOMING AND INTEGRATION

Who is involved	Tasks	Goals	Means
<ul style="list-style-type: none"> <li>- Class teachers</li> <li>- Student</li> <li>- Teacher responsible for the student's literacy</li> <li>- Translator</li> <li>- Same ethnicity student</li> <li>- Class students</li> </ul>	<ul style="list-style-type: none"> <li>- Create a welcoming class environment</li> <li>- Choose another student as a tutor</li> <li>- Establish the student's special educational needs</li> <li>- Establish strategies for facilitating the student's learning and participation in class activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect information useful for the student's welcoming</li> <li>- Promote integration</li> <li>- Favour communication.</li> </ul>	<ul style="list-style-type: none"> <li>- Synthesize the preliminary meeting;</li> <li>- Questionnaire filled in by the student.</li> <li>- Questionnaire about the student's linguistic abilities.</li> </ul>

### PATH PLANNING

Who is involved	Tasks	Goals	Means
<ul style="list-style-type: none"> <li>- Class' teachers</li> <li>- Teacher responsible for the student's literacy</li> <li>- Translator</li> </ul>	<ul style="list-style-type: none"> <li>- Test to evaluate the student's linguistic abilities</li> <li>- Elaboration of literacy course</li> <li>- Pointing out strategies and methods to help the student getting involved in the class' activities</li> <li>- Adjust the class' program</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Have a clear idea about the student's Italian level.</li> <li>- Realisation of a first literacy project.</li> <li>- Using methods and strategy apt to the situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Resources available in the intercultural library</li> <li>- Project whose aim is Italian as a second language level A1/A2</li> </ul>

### EVALUATION

Who is involved	Tasks	Goals	Means
<p><b>Students</b></p> <ul style="list-style-type: none"> <li>- Class Teachers</li> <li>- Literacy tutor</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring throughout the year of acquired</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring the literacy processes</li> <li>- Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>- Official means of evaluation</li> <li>- Legislation</li> </ul>

<b>Means and projects</b> - Intercultural commission - teacher body	knowledge - Observations regarding integration - Evaluation of completed projects and of those still worked on	necessities, resources and results	- Evaluation of process form - Final essay by the responsible teacher.
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### CONTINUITY

Who is involved	Tasks	Goals	Means
- Teachers belonging to various school levels - Welcoming commission	Information exchange when progressing to the next school	Favour total integration	- Report cards, personal data - Information about the student's linguistic and social abilities

### FORMATION

Who is involved	Tasks	Goals	Means
- Teacher body - Experts - CTI working team - Operators belonging to different associations or corporation	- Acquisition of information, competences, specific methods.	- Acquisition of specific professional knowledge - Reflection regarding one own culture - Getting to know different cultures from a multi-cultural point of view	- Training courses organised by schools - Training courses organised by CTI

### COLLABORATION WITH TERRITORY'S CORPORATION



Who is involved	Tasks	Goals	Means
Welcoming commission	<ul style="list-style-type: none"> <li>- Establishing contact with volunteering associations of the area</li> <li>- Activates collaboration with local administration offices.</li> </ul>	<ul style="list-style-type: none"> <li>- Organise meetings in order to build an open-minded mentality of welcome and intercultural exchange</li> <li>- Build up formation routes</li> <li>- Favour group activities and experience.</li> </ul>	<ul style="list-style-type: none"> <li>- Formative agencies</li> <li>- Activities carried out by volunteering parties.</li> </ul>

### **LEGISLATIVES REFERENCES**

The reception protocol is used by each school in order to fulfil the POF (The list of activities and projects offered by each institute). It is written in accordance with the current legislation and its main focus is to give life to the “Guidelines to welcome and integrate foreign students” (Ministerial Form n.24, 1<sup>st</sup> March 2006).

The main legislative referrals on an international scale are The Declaration of Human Rights (approved by ONU on the 10<sup>th</sup> of December, 1948) and the Convention of Children rights.