



MEDITERRANEAN INCLUSIVE SCHOOLS



## PLA D'ACOLLIDA DE CENTRE - school reception plan-

# -School Reception Plan-

## Section 1: Presentation

*Good reception, good integration and the guarantee that everybody should have the same possibilities and opportunities, are elements that should help to shape a cohesive, inclusive, plural, respectful, open-world Catalan society that is rooted in one's own cultural reality.*

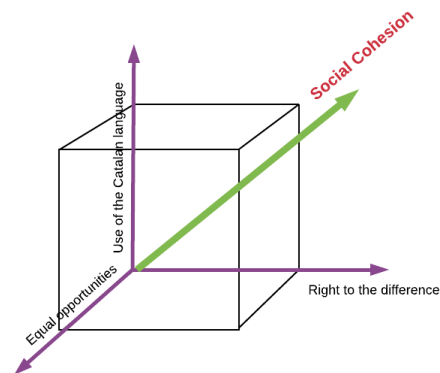
*Plan for Language and social cohesion.*

(The information is extracted from the Department of Education)

### 1.1. Introduction.

The Department of Education of the Generalitat de Catalunya throughout the 2003-04 academic year generalized the reception classrooms in all primary and secondary schools. The newcomer students who joined our educational system and who did not know the language, had a space where they could acquire the language of the school, Catalan. This arrival of students in 2005-06 was very fast and with a distribution that included everywhere Catalonia. There are currently students from more than 150 states.

The LIC Plan is divided into three axes that, closely related, affect especially our educational system: the growing incorporation of students from immigration, the emergence of new causes of social exclusion and the insufficient normalization of the Catalan language. Three elements that make up the space where we need move forward to build social cohesion:



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- Promote the social and scholarly inclusion of all students, avoiding any type of marginalization, guaranteeing equity and creating the conditions that make possible the equality of opportunities and possibilities, through access to quality education.
- Consolidate the Catalan language as a vehicular language in schools and as a cornerstone of a multilingual project, adapting methodologies, strategies and didactic resources to the increasing linguistic and cultural diversity of students.
- Develop awareness of equality in dignity for all people as a precondition for knowledge and respect for cultural differences, promoting the culture of dialogue and coexistence in an intercultural framework.

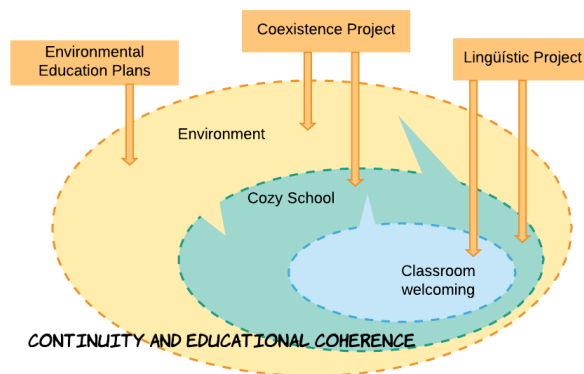
All these principles, included in the LIC Plan, are defined in three lines of action, which want to respond to the challenges exposed:

- Reception Classroom to provide quality care to the needs of the newly arrived students, in the emotional, curricular and learning aspects of the school language of the school.

- Cozy educational centre, that is coherent in the linguistic uses, that raises an intercultural education and that works to achieve the academic success of all the students. Welcoming of the newly arrived pupils should make us rethink the reception that is made to everyone who arrives again at a centre watching, especially, for the emotional aspects.
- Educational plans for the environment, which have been defined as an open initiative and educational cooperation that wants to provide an integrated and community-based response to the educational needs of children and young people, coordinating and stimulating the educational action of another area beyond the school environment, in which the various public administrations and the cultural, sports, leisure activities ... of the environment take part.

The centre reception plan is a very valuable tool in educational centres that have a high mobility of both students and faculty. It is a collection of actions whose main purpose is to inform the work, organization and composition of the community of the educational community, so that people who arrive at the centre can quickly know the specificities and the culture of its new environment.

The reception processes deserve special attention in the centre's coexistence project, because, as the first moment of socialization, they can become a key element in the creation of links, in order to establish a good relational atmosphere and to promote their involvement in the centre of all its members. Within this process, and in the case of the reception of families, the letter of commitment of education is a key document that allows to formalize its co-responsibility and involvement with the educational centre



On the other hand, the arrival of newly arrived families, together with the large mobility of students in the centres, has highlighted the importance of the reception processes, which must be properly managed. These processes are not aimed only at students and newly arrived families, they also go aimed at the rest of the students and families, to the teaching staff and administration and services staff that is incorporated into the centre and to other professionals that may intervene.

It should be emphasized that it is essential to take into account the emotional aspect of the initial reception, especially in the case of newly arrived students and their families, in order to avoid the possible emotional clash that involves the arrival of a social and cultural environment completely new. In addition, the host also has to contemplate measures in the reinstatement after long processes of absence of the students. For this reason, individualized follow-up and accompaniment of the students that are reincorporated to the centre must be done and the educational measures and the necessary commitments between the family, the centre and the student must be established to guarantee a correct adaptation.

## 1.2. Organization

The educational centre must elaborate a "Welcome Plan" that defines the processes to follow during the arrival of new members of the school community (students, teachers, families, administrative, etc.) and must create an organizational structure that allows to host the reception as a gradual process and sequenced in time, not being restricted to a first contact or initial encounter.

Actions that must be carried out from the EDUCATIONA CENTRE:

This is an example of protocol of families and newcomer students.

ACTIVITY	TEMPORIZATION	RESPONSIBLE	OBJECTIVES
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WHAT?	WHEN?	WHO?	HOW?
RECEIVED	When a student sign up	HEADSCHOOL TEAM	-Compile, basic family information and student data (origin, age, family language, employment situation, economic). -Facilitate basic information about the operation of the centre: schedules; dining room, services. -Information of the necessary documentation to formalize the registration, vaccinations, academic file.
INTERVIEW FAMILY AND REGISTRATION	At the time of registration	HEADSCHOOL TEAM or GROUP-CLASS TUTOR	-Collect the documentation provided by the family. -Fill out the application for registration
INTERVIEW STUDENT	When student incorporates	GROUP-CLASS TUTOR or RECEPTION CLASSROOM TUTOR	
INITIAL EVALUATION	When student incorporates	GROUP OF TEACHERS WHO WILL ATTEND THE STUDENT RECEPTION CLASSROOM TUTOR	-To elaborate and perform level tests in the areas instrumental -To determine the level of: linguistics competences, and basic mathematical competences.
DESIGN EDUCATIONAL ITINERARY	After the results of the initial evaluation	GROUP OF TEACHERS WHO WILL ATTEND THE STUDENT	-Prepare the intensive individual work plan. -Determine hours and areas of individual attention. -Well for affective, emotional and relational aspects.
PRESENTATION TO CLASS GROUP ALLOCATION OF COMPANY / A TUTOR / A	The first day of class	GROUP-CLASS TUTOR	- Presentation of the group of students. - Assign a companion / tutor, to support him / her for join the group and the centre.
EVALUATION	Throughout the course	GROUP OF TEACHERS WHO WILL ATTEND THE STUDENT	Value the entire host process, every quarter and at the end of the course.

This is an example of teachers' protocol

<b>NEWLY ARRIVED TEACHERS</b>		
<b>1. Presentation of the school</b>		
The purpose of the presentation of the Institute is that the new teacher knows the personality of the centre, its educational objectives, curriculum, organization and operation. It is the front door of teachers in the centre.		
<b>Responsible</b>	<b>Tasks and activities</b>	<b>Documents/registers</b>
department's head	<ul style="list-style-type: none"> <li>Present the management team, coordinators, department heads and administration and services staff</li> </ul>	Table of responsibilities
Concierge	<ul style="list-style-type: none"> <li>Deliver the keys</li> </ul>	
Administration staff	<ul style="list-style-type: none"> <li>Complete the personal data sheet of the teaching staff</li> <li>Take the picture</li> <li>Documentation Department</li> <li>Manage the request for institutional passwords: SAGA, xtec, atrium and Konica printers</li> <li>Assignment of saddle and shelf to the teacher's room</li> </ul>	Personal data sheet Credentials
Computer coordinator	<ul style="list-style-type: none"> <li>Key to access the system and operation: printers, Wi-Fi, Moodle ...</li> <li>Characteristics of the computer room, laptops and work points for teachers</li> <li>Presentation of the website</li> </ul>	
Occupational risk prevention coordinator	<ul style="list-style-type: none"> <li>Present the emergency plan and give basic lines of action</li> </ul>	Emergency plan
Pedagogical coordinator	<ul style="list-style-type: none"> <li>Assignment to personal teacher folder</li> <li>Function of informative panels teachers' room</li> <li>Organization chart, calendar, general operating criteria, basic information on the environment ...</li> </ul>	Teacher's folder
Head teacher	<ul style="list-style-type: none"> <li>Inform about the centre's opening hours</li> <li>Operation and assignment of the relevant information channels of the teaching staff (internal mail, passwords announcements ...)</li> <li>Explain the main aspects of our centre: educational stages, types of education, organizational model, basic aspects of operation, services ...</li> <li>Models of various forms: absences, incidents, communication outings, work for guards, coexistence ...</li> </ul>	Framework timetable of the centre
Principal	<ul style="list-style-type: none"> <li>Submit and / or deliver the strategic documentation in digital support and other management documents</li> </ul>	Official documentation

responsibilities of the assigned work place		2. Explain the tasks and
Responsible	Tasks	Documents/registers
Pedagogical coordinator	<ul style="list-style-type: none"> <li>• Computer assistance control system and incidence of students</li> <li>• Present the teaching team</li> <li>• Review the specific characteristics of the groups of students</li> <li>• Review the general methodological criteria (for each stage, level and group)</li> </ul>	
Head teacher	<ul style="list-style-type: none"> <li>• Deliver assignment of groups / subjects / teacher's schedule</li> <li>• Notify the assigned charges and / or commissions</li> <li>• Explain the rules of coexistence of the centre and the associated procedures (registries)</li> <li>• Explain the service assurance procedure (guards)</li> <li>• Explain the procedure for communication and justification of teacher absences and request for permits and licenses</li> <li>• Explain the evaluation procedure with regard to the register of final qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Organization rules</li> <li>• Schedule</li> <li>• Teacher's folder</li> <li>• Communication sheet of absences, permission requests.</li> </ul>
Department head	<ul style="list-style-type: none"> <li>• Teach the building and the facilities of the department</li> <li>• Show the material resources: books of consultation and text, audio-visuals ...</li> </ul>	
Administration staff	<ul style="list-style-type: none"> <li>• Pupil's lists</li> </ul>	
<b>2.1 In case of being a tutor of a classroom:</b>		
Studies co-ordinator	<ul style="list-style-type: none"> <li>• Basic lines of reception, personal monitoring, cohesion and orientation of the group of students</li> <li>• Review the functions of the group tutor: assistance, incidents ...</li> <li>• Review the specific characteristics of the group of students</li> <li>• Schedule of the group of students</li> <li>• Common tasks when tutoring</li> <li>• Explain the usual documents / models from the tutor's folder</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial action plan</li> <li>• Folder of the TUTOR</li> <li>• Student welcome dossier</li> <li>• List of group students</li> <li>• Teaching staff</li> <li>• Group timetable</li> <li>• NESE students</li> </ul>
<b>2.2 As a personal or individual tutor</b>		
	<ul style="list-style-type: none"> <li>• Use and operation of the student filing cabinet</li> <li>• Specific characteristics of the group of tutored students: primary transfer (1<sup>st</sup> ESO) or summary schooling of the student</li> <li>• Explain the usual documents / models of the individual guidance tutorial folder</li> <li>• Management of student expulsions</li> </ul>	Individual tutoring folder

- Interviews with families: registration, timing ...

MEETING DATE (management team): \_\_\_\_\_

### 3. Receiving the new teacher in the department:

To integrate the new teacher in the department operation and to facilitate the tools that allow him to develop the teaching task in accordance with the criteria of the didactic department.

Responsible	Tasks	Documents/registers
Department head	<ul style="list-style-type: none"> <li>• Unveil the structure, composition and organization of the department</li> <li>• Report the department's competencies</li> <li>• Unveil the curricular project of the department:               <ul style="list-style-type: none"> <li>- Group allocation criteria</li> <li>- Criteria for elaboration and revision of didactic programs</li> <li>- Criteria for evaluation of subjects and groups</li> <li>- Consensual methodological criteria</li> </ul> </li> <li>• Explain the department's budget and purchasing procedure</li> <li>• Plan the departures and technical visits of the department</li> <li>• Facilitate the coordination of the teaching staff that teaches a subject at the same level of education</li> <li>• Facilitate the coordination between departmental subjects that cover objectives and complementary contents</li> <li>• Programming design:               <ul style="list-style-type: none"> <li>- basic competences and their treatment in the objectives, contents, evaluation criteria ...</li> </ul> </li> <li>• Evaluation and follow-up of the students' learning: design of evaluation and qualification tools</li> <li>• Follow-up on the planning of improvement and recovery strategies. Organizational and methodological resources in the classroom</li> <li>• Treatment of diversity in the classroom, curricular adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Chart of responsibilities</li> <li>• Budget department</li> <li>• Scheduling</li> <li>• Evaluation criteria</li> <li>• Methodological adaptations</li> </ul>

### 1.3. Methodology

#### Centre

- Consider acceptance as a fundamental factor for coexistence in the centres and the educational success of students.
- Collect the importance of the reception in the documents of the centre.
- Provide a cosy picture of the centre.
- Have systematized the processes of reception for all the students, their families and for to the rest of the school community (teachers, PAS, other intervention professionals punctual in the centre), whether they are incorporated at the beginning or once the course begins.
- Establish specific proposals for action to host students.
- Have specific mechanisms to accommodate newcomers.
- Establish specific proposals for action for the reception of new families
- Establish specific proposals for action to host new teachers, PAS and other professionals.
- Train the school community in skills and knowledge to carry out a good one welcome
- Collect and disseminate good reception practices that the centre performs.
- Evaluate the operation of the reception plan and we collect it in the annual report of the centre.

#### Classroom

- Have specific classroom strategies to facilitate the reception of students.
- Prevent actions to promote mutual knowledge and facilitate the cohesion of the group.
- Prevent specific measures to facilitate the reception of new students in their group class
- Contemplate specific reception measures for the students that are reincorporated to the classroom after a period of continued absence (prolonged illness, absenteeism, non-attendance at the centre, etc.).
- Have measures to inform and accompany the teaching staff or other professionals that intervene for the first time in the classroom.
- We have specific strategies to facilitate the reception of families in the area of the classroom
- We promote peer support networks to facilitate reception and integration in the classroom

#### Environment

- Accompany the new families in the knowledge of the environment.
- Coordinate with the local administrations to facilitate the reception of the new one members of the school community.
- Coordinate with the entities of the surroundings of the centre for ease of reception of the new one members of the school community.
- We take into account the resources of the environment to plan the reception of the new members of the school community.
- Collaborate in the creation of projects that favour integration in the social environment.



## Section 2: Resources

To implement this good practice, you will need:

- Human resources (teachers and management team)
- Acollida
- Centre acollidor
- Pla per la Llengua, Interculturalitat i Cohesió Social
- Elizabeth Coelho
- El centre educatiu acollidor. Video
- De l'escola inclusiva al sistema inclusiu
- <https://www.det.nsw.edu.au/wellbeing/connect/multicultural-education>
- british council

## Section 3: Duration

This good practice should be implemented for the entire school year.

## Section 4: Expected results

By implementing this good practice, you will:

- Facilitate the incorporation of new students into the life of the centre within a framework of mutual respect
- To ensure the knowledge of the cultural world in which they now live.
- To favour social cohesion by introducing the student into the knowledge and use of the language Catalan language as a vehicular language and of learning.
- Promote equal opportunities in order to avoid any type of marginalization and help them achieve school success.

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## Section 5: Evaluation

How can we adapt this good practice to our context?

**You can make a reception plan for teachers, students or employees.**