**Erasmus + - project "Mirrior mirror on the wall"**

**School development with regard to inclusion**

**Observation form:**  "INCLUSION"

**School: 2nd Primary School of Serres Greece**

**Critical friend: Ms. Fanni Karaggiozis, children’s psychopedagogist**

**Evaluation date:** 20/06/2018

**Date: School Year 2017/2018**

**Source:** "Index for Inclusion" (see Booth / Ainscow 2003)

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| **All learning areas:** Classes 1-6 (about 100 students from the 160 registered in the school,  1 headmaster, 12 teachers, 1 special teacher, 8 teachers of F. Languages, Art, P.E. and Music) | | | |
| **observation areas** | **Notes** | Bildergebnis für smiley schwarz weiß  **Already well implemented** | Bildergebnis für smiley schwarz weiß  **Here is potential** |
| **Includes CULTURE**   * sense of community * Values | ( According to my observations and after discussing with the Teacher‘s Association, the headmaster, the School Advisor, the team of psychologist/social worker and the students )  The students in 2nd Primary School have got:  **Bildergebnis für smiley schwarz weißHigh sense of belonging to the Roma culture/ their family (in a general sense)/their school class/ a closed circle of friends**  Lower sense of belonging to their school as a whole/the community outside the Roma neighbourhood and the municipality  Bildergebnis für smiley schwarz weißLow sense of belonging to other groups according to likes, talents, hobbies, interests.  Students value : friendship, family, Greek culture, their races‘ customs, Roma music, their religion    Students of Special class and class/zone of Educational Priorities(ZEP) are equally included in their general classes    This year the school is implementing an ERASMUS + project on inclusion, giving special emphasis on how the experiential approach can facilitate the inclusion of all students and give opportunities and time for expression to them.  Bildergebnis für smiley schwarz weißMain problems identified:   * + lack of a certain set of school rules,   + cases of aggressiveness or even bullying and   + low understanding of rights and duties   + Bildergebnis für smiley schwarz weißthe teachers also stressed out as the main difficulty, the parents ' absence from school or their very low interest, despite frequent invitations to participate in school life from the side of the school.   Inclusion areas that needed improvement:   * attitudes and behaviour, * sense of community, * understanding rights and needs, moral values, obligations and duties, * accepting the different, avoiding stereotypes and prejudices * bullying/high-risk behaviour during adolescence * democracy issues * dialogue techniques | | |
| **Includes STRUCTURES**   * School for all * Support for diversity | General observations:  Bildergebnis für smiley schwarz weißThere is a flow of students‘ population who belong to the school to other schools even from the Roma neighbourhoods so the school tends to become a ghetto consisting of 98% of Roma students  Students tend to be absent frequently or come later and leave earlier in the year due to their parents‘ work occupation in other places or even drop out of school early (at the age of 11-12)  A lot of structures offer support to the school :  Extrenal structures   * School Advisor * Primary Education Office of school projects * K.E.D.D.Y. ( Scientific Diagnostic/Diaforodiagnostic Centre) * Addictions Prevention and Psychological Health Support Center of Primary Education in Serres * Roma Municipality Centre * Unesco club for Serres   Structures inside the school:   * Integration class * Zone of Educational Priorities (ZEP) * Psychologist/Social Worker team   New challenges and objectives the school has set:   * Smooth integration of refugees in the educational process * Multicultural Education * Respect towards the diferrent * Efforts to make a safe school for all | | |
| **Includes PRACTICES**   * learning arrangements * mobilized resources | Actions taken in the school for promotion of inclusion:   1. **Actions taken on International Days**:   December 3 /World Day for the Disabled  March 3 /World Day against Bullying  April 8 / International Roma Day   1. **Activities in the framework of ERASMUS+ project „Mirror, mirror on the Wall“**   November „Rights and Duties“  December „School Rules“  January „Cultural baggage“  February 14 /“My Friend for One Day“ Inclusion activity  May „Dialogue techniques“  June „ Cooperation“   1. **Seminar on Differentiated teaching by the school Advisor** 2. **We as an external Support centre “OASIS” suggested and created a “guided map” with relative experiential activities which was given to the teachers.**   The thematic topics of the ”guided activities map”, specifically are:  A' and B' classes work with activities relating to **teamwork and cooperation,**  C’ and D’ classes work with activities relating to **active participation, communication, recognition/expression/emotion management**, and E' and F’ work with **class communication, self-esteem and reinforcement of social skills.**   1. A workshop for teachers on the topic of **effective communication and active listening** as well as **dialogue techniques, which can facilitate and foster cooperation** both among students, students and teachers and between teachers and parents. 2. I suggested (as a representative of the Support Centre OASIS and Critical Friend” ) the creation of a group of students who would work on the issues **of interpersonal relationships, the promotion of teamwork, acceptance of all members and their ideas as equal in the team and successful cooperation**. This workshop ran during school timetable, in the framework of the period of flexible project zone once a week. I decided to monitor and support this group of students with the objective to evaluate the results and offer practical training to the teachers, so that they could implement similar actions in their classrooms.   **It was an occasion for reflection and action around the theme "create relationships – coexist” as a first step before “cooperate-codecide."** | | |

**Notes**

**Results of workshop with C class:**

In conclusion we can remark the following:

* The children seemed to really like the process of team work
* Really liked the circle and the removal of desks
* Enjoyed the experiential activities a lot and especially games, while debate in order to comprehend and broaden the topic seemed to be difficult and boring for them
* a little low academic performance of children in total
* Wealth in imagination and expression of students
* Very good cooperation among students
* Limited time, it would be more useful to start such projects from the beginning of school year
* Very good cooperation with the teacher of the class, Mr. Sotiris Chritis
* Very good cooperation with the headmaster of the school Mr. Savas Bermperidis and the teachers’ association

**Suggestions for improvement:**

* Application of experiential projects and actions from the beginning of the school year, so that the time will be enough for closing too.
* A project proposal could be "Peer Mediation for conflict resolution" as a tool for the prevention of violence, as well as a way to strengthen relations between the pupils (pupils intervene and solve conflicts by themselves)
* Speeches, seminars or workshops for parents, with topics related to the daily lives of their children. Ideally, the operation of a parents’ group meeting club is recommended, in order to strengthen cooperation between parents and school

**General Suggestions about Inclusion in 2nd Primary School Serres:**

* Use of the Guided Map of Activities in the next years
* Application of the activities implemented with C class in more groups of students
* More active participation of the students in actions and events in the community and municipality to develop a higher and broader sense of belonging
* Activities to raise self-esteem and develop differentiated talents of students
* Multicultural and Inclusive education
* More seminars on differentiated teaching and learning
* Actions to invite parents to school and open the school to the community
* Actions to turn Special Integration class and ZEP class into the means for full inclusion of all students equally in the school

**Thank you for your participation and valuable hints ☺**