Integrating Newly Arrived Migrants in Schools -Development Plan

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| *Country: Greece* | *Link to your Learning Diary:*  |

# How to use this document

This document is simply provided as a basic template for you to plan your actions to help the integration of newly arrived migrants in your school or classroom. You can use it as a collaborative document with peers or as your own planning sheet. Feel free to add, adapt or remove sections in order to make it as useful and relevant for your own purposes. You can focus on whole- school issues or only on aspects that are relevant for your own classroom. You will be asked to submit this plan for peer review in the final activity of the course so please make sure you write in English and try to ensure that the plan can be understood also from someone who does not know so much about your school.

This template will also help you to put your thoughts in order even if you are not sure if you will be able to implement all actions. You can use it to plan one more immediate action in detail and also note other issues down that need to be tackled - even if this is a task that you cannot or do not want to tackle yourself.

After the course you could use the document, for example, to:

* Organize and prioritize your own next steps working with newly arrived migrant students
* Brainstorm with colleagues what actions/ support you need
* Discuss with your school management
* Involve external partners

# Who can I/we work with?

Use this table to identify all the potential partners inside and outside of school that can support your work

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| *Organisation/Colleague*  | *Focus of cooperation*  | *Contact*  |
| School Counselor | Get in touch with the parents and ask for translators, when parents come to school. | Via Skype; email addresses.  |
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Action Plan

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| *Issue / area of work*  | *Language Support Provision*  |
| *Current situation*  | *Where do you want to get to?*  | *Steps / Actions to achieve this*  | *Who can* *support this?*  | *Timeframe /* *Deadline*  |
| Refugee students do not have special language classes; furthermore no other specific support is provided.  | We are in need of being able to provide language support or after-school classes.  | 1. Discuss with the school principal for the plan to be followed.
2. Ask colleagues to organize a meeting with all the members involved.
3. Ask friends, parents, pupils if they are willing to help.
4. Contact retired teachers for support.
5. Contact local authority for funds.
6. Check availability of room.
7. Engage them in school performances, Skype sessions with students from other countries and e-twinning projects.
 |  School principal, and representative of the parents’ association; also the head of languages department and local authorities.  | Within the next 2 months we should be able to run an after-school course and work out with the details of our plan.  |
| OPTIONAL Specific Actions  |
| First step is to inform the parents about the actions that are going to be taken. After that, we contact parents and students for volunteers to help out with after-school language activities.  | Next year, we will introduce activities coordinated with other colleagues teaching refugees.  |  |  |  |
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