

Source : Comenius 2.1 PPe Pee « Projet personnel de l'élève et politique éducative d'établissement, Mars 2000

IPSAA Dandolo

ACTIVITY : Welcome Activity

CONTEXT

Nation : Italy

Institute : IPAA Bargnano

Students involved : 160 students of the first classes (6 classes), 12 students of the second classes, 10 students of fifth classes

Age : 15, 16, 18 years old

Course : agronomy technician

European level : III

AIMS

The Welcome Activity is an initial phase useful to the students to know the places (rooms, labs...) and the organization system of the Institute, at the same time it is useful to the teachers to acquire some information about the personality of each student.

Therefore the Welcome Activity is an initial orientation period and it can help some students to overcome a possible condition of uneasiness and difficulty that they can have in the new school.

Moreover, in the Welcome period (the first two weeks of the school year), the staff presents the Formative Contract to the students and their parents and they accept it.

OBJECTIVES

Specific objectives

The students must know the places and the bureaucratic organization of the Institute.

They must know the Institute's Formative Offer and the different Courses of study (Agro-industrial Technician, Agronomy Technician and Agro-touristic Technician).

All the parties (students, parents and staff) must know the Formative Contract, agree the Formative Offer and the teaching/learning action of the school.

The teachers must know the personal characteristics of each student by surveys and tests.

EXPECTED BENEFITS FOR THE STUDENTS

They know the general aims, the rules of behaviour and the practices of the daily life at school, so they can settle in the new school without difficulties.

EXPECTED RESULTS

The students accept and respect the engagements, the obligations, the tasks and the responsibilities written in the Formative Contract.

PROCESS

In the planning phase, three teachers set up the plan and work out the Welcome Activity. The Principal and the secretarial office staff are involved too (as regards the bureaucratic organisation of the Institute and the rules of behaviour).

Some students of the second classes explain with concrete examples (practice) the activity of the labs.

Sequences

First action: the students know the Institute organization, the rules, the Courses of study and the outcomes.

Activity: communication concerning the Formative Contract; the school services (refectory, transports, library, labs, secretarial); the different Qualifications (after three years) or School Leaving Certificate (after five years); the teaching/learning action; the Collective Bodies (Council of Class, Teachers' Council, Council of Institute).

Operators: the Principal, the teachers, the secretarial staff, some students of the fifth classes.

Second action: the students visit the places/rooms of the Institute (labs, greenhouses, orchard and dairy).

Activity: they attend some explanations and practices.

Operators: the teachers and some students of the second classes.

Third action: surveys and tests

Activity: the teachers give the students some survey questionnaires to know their personal characteristics and some tests, concerning one or more subjects, to define their capabilities and knowledge; role play and sport activities to understand the relationship abilities of each student.

Operators: teachers

Procedures (How)

One class or more classes together participate in the activities above described; only the first action is an explanation (frontal lesson) during a meeting; the other two actions involve all students, especially in the orchard (they pick the fruit) and in the role-plays.

Time and places

The activities take place in the Main Hall of the Institute, in the labs (computer, chemistry, biology), in the firms linked to the school (greenhouse, orchards, dairy). The whole «Welcome Activity» is carried out in the first two weeks of the school year (however time can change according to the school calendar).

RESULTS AND EVALUATION

The teachers involved assess the global impact and the effectiveness of the activity that is above all a preparatory action, propaedeutic to the real educational and teaching activities.

However each Class Council evaluates the outcome of the whole survey and test action.

ENCOUNTERED DIFFICULTIES

Above all it's difficult to arrange in advance the necessary time to realize the activities, because several classes are involved and the action places are restricted, so the sequence of the action must be well defined.

MINIMUM CONDITION REQUIRED IN ORDER TO DEVELOP THIS TYPE OF ACTIVITY IN AN INSTITUTE

The activity can be developed in other Institutes, in fact the aims are useful to each kind of school, obviously the course needs to be adapted to the structures and to the typical resources of each school.

ANALYSIS AND BENEFITS FOR THE STUDENT

During the Welcome Activity the students visit the places, know the organisation system of the Institute; this can help some students to overcome a possible condition of uneasiness and difficulty that someone can have in a new school and it is also useful to understand the rules of behaviour of this kind of Institute.

Moreover, the impact with the new school reality is less hard, because the students aren't directly settled in the classes, with unknown friends and stranger teachers and they don't begin to work, to study and to listen lessons from the first day; on the contrary the teachers plan and develop some activities to facilitate students' school integration and useful to let them gradually socialise well with the new school-friends and teachers.

THE EDUCATIONAL CHARACTERISTICS OF THE PRACTICE SUPPORT

In the Welcome phase the teachers give students some surveys and questionnaires that allow the Class Councils to acquire some information about each student; in particular the QSA survey is useful to know and to evaluate the students' degree of motivation, the approach to the study and their fundamental values.

Some tests, concerning one or more subjects, are useful to define the students' basic skills and their method of study.

The first test is particularly interesting, because the teachers can realise the specific needs, the waiting and the habit of the students.

Moreover, each teacher, by means of directly observation and conversations with the whole class, acquires further information and evaluation data, that are analysed in the Class Council as important elements useful to plan the educational and the teaching/learning actions.

During the Welcome moment the teachers don't realise specific tutorial or support activities.

CONCLUSION AND SUGGESTED IMPROVEMENTS

It would be hoped for a tutorial action between students: the students of the second classes could support the students of the first classes; in this way they could be the point of reference for all the possible needs or the problems of their new friends. In particular, they could help and guide the weaker person to integrate in the new school.

In fact, it could be more effective to give a support role to some students rather than only to the teachers, because, usually, it is easier to talk about personal needs and problems with the person of the same age; moreover, to take on the responsibility for one or more friends could contribute to the personal growth of the students.