

**RESCUR Project Meeting 25<sup>th</sup> January 2013 (9:00 – 17:00)**

**25<sup>th</sup> January 2013 (9:00 – 17:00)**

**Location: University of Malta (Education Boardroom)**

**Attended:**

Sweden: Charlie, Birgitta

Italy: Roberta Assunta

Portugal: Celesta, Paula

Greece: Anastasios, Marisa

Coatia: Renata

Malta: Carmel, Prof. Paul

**Project's Budget:**

Project Support personnel from the University of Malta were invited to this meeting in order to explain the Project's budget. The Project Support personnel explained the financial procedures associated with the project.

At the end of each year, all partners must provide the Projects Office with original receipts of the Project costs. In case when original receipts cannot be provided, certified true copies (stamped and signed) will be accepted.

The Project Support personnel agreed that all documents relevant to the project (i.e. receipts) may be send via email as a scanned document. It is important that when communication via email takes place, all partners should include the Project's name and country in the 'Subject'.

Initially, each country/partner will be receiving 40% of the total budget. The remaining 60% will be received by the partners later on throughout the project.

Prior to any changes/amendments made to the project, these are to be communicated and approved by Malta (UoM) first.

Any time the partners request a change in budget etc. they should make a request via an email to the Project's Office and to CC Prof. Cefai.

**Communication:**

- Until Google Drive is ready – all partners will communicate via email
- Then partners will communicate via Google Drive, until website is ready

**Summary of what was done in yesterday’s meeting:**

Yesterday the meeting ended with a discussion about various models that can be adopted to construct and deliver the curriculum.

**Model 1: A general framework of Resilience (proposed by Italy)**

Resilience is referred to as a Process.

Self - efficacy approach: I am – I have – I can

The protective factors will be related / based to the themes of our programs.

**BASIC-Ph Model (O. Ayalon & M. Lahad)**

(Protective & Risk factors)

Individual

Classroom

Teacher & School

Family

**B** – Belonging

**A** – Affection

**S** – Social

**I** – Imagination

**C** - Cognition



-----

Level of intervention

I have

I am

Becoming / Outcome

We need to propose a new way of thinking of resilience. The curriculum will be a new way to tackle issues of resilience.

### **Principles to be adopted:**

(These principles must be very clear in the handbook)

- Spiral
- Formative assessment of outcomes
- Action involve child / student/ child centered (voice – choice)
- Inclusive of children
- Diversity minded approach
- Experience based/ experiential – active learning, SAFE approach
- Relationship status, rapport, trust, sense of belonging, focus on relationship building
- Developmental appropriate
- Meaningful and relevant to life (practicality)
- European Identity & European diversity (imp. to take into consideration the special context of European countries). Hence this curriculum will differ it from other curriculums (ex. US) since it is context-based.
- User-friendly
- Cross-curricula
- Teacher – taught (school psychologist may be mentors/ supervisors)

During the piloting stage:

- Each country will pilot a particular topic in order to have an idea of all.

Types of Assessment:

1. Checklist – to assess the effectiveness of the curriculum
2. Journal – children provided with a ‘homework’ to draw or write an essay about anger

### 3. Focus groups with teachers

The schools that need to be selected should have a high probability of students with resilience issues.

#### **Work Package 5:**

- Translation of the Curriculum and manuals
- Training of trainers
- Training of teachers
- Evaluation

All partners agreed that the translation in work package 5 will be carried out earlier in the project (throughout Work Packages 2, 3, 4). Thus translation and all resources (i.e. teacher & parent handbook and manuals) have to be ready and available for Work package 5.

Each Partner/ country will be responsible of its implementation and evaluation.

**General overview of their Educational System** (in order for everyone to familiarize with the different social contexts):

#### **Malta**

- 3-4 yrs Kindergarten I, II – 1 teacher (Not Compulsary)
- 5-11 yrs Primary, Year 1-6 – 1 teacher (Compulsary)
- 12-16 yrs Secondary , Form 1 -5 – Subject Teachers (Compulsary) Mostly Single Sex
- 17+ Post Secondary
- University / MCAST
- Physical & Social Development (PSD) – implemented for the last 20 years (especially in secondary)
- Students with special needs are in regular classes. Only 0.3% of children with special needs are in special schools.
- Learning Support Assistants (LSA) help children with special needs
- In some schools/ areas we have children deriving from ethnic/migrant groups:

2/3 attending state schools

1/3 attending church schools

10% attending independent schools

## Sweden

- 1-5 yrs Pre-school, 1 teacher/ 12 children per person (Not Compulsory but 80 – 90% attend)
- 6 yrs Pre-school class, 1 teacher (compulsory)
- 7-9 yrs Primary school, 3 teachers for 70 children

Leisure time pedagogues – so half of the day there are 2 teachers

- 9-11 yrs Middle School
- 12-15 yrs Secondary School
- 16-19 yrs High School
- 19+ University
- It is the responsibility of the Headmaster how to organize the school.
- In some schools children will have 1 children while other not. It depends on the school.
- You are not allowed to have any sort of religious ceremonies or classes.
- A team of teachers will be responsible for a whole Year (ex: Year 4)
- Free Schools – anybody can open a school ex: School specialized on sports
- Do not have socio-economic learning in schools
- Schools need to integrate an Equality principle in the curriculum.

## Croatia

- 1-6 yrs Kindergarten (day care centre), 1 teacher with every 20 children (supported by government and is cheap)
- 6-7 yrs
- 8 yrs Primary School compulsory
- Special Schools – for children with special needs.
- Education for Democracy overlapped with SEL – focus on citizenship education (similar to social studies)

## Italy

- 4 months – 3yrs Day care 1 teacher with 27 children, (not compulsory, very expensive)

- 3-5 yrs Kindergarten, 2 teachers (split the day)

- \*6-10 yrs Primary, teacher for different subjects, only Catholic religion taught in classes- you can choose whether to attend or not.

- \*11-13 yrs Middle level
- \*14-18 yrs Secondary Level, 11 teachers / 1 for each subject
- University
- \* Approx. 30/32 students in each class
- No resilience or SEL curriculum. Inclusion not supported by schools
- Special teachers are designated a number of hours (6 hours per week to children with special needs).
- The Educational system in Southern Italy is worse than in Northern Italy.
- In Italy we have students deriving from North Africa (ex: MAGREB) and Chinese.
- Children with special needs are in regular schools.

## **Greece**

- 4 months – 3yrs Day Care (majority of people opt for private day care if they can afford it. Otherwise they leave the kids at home).
- 4 yrs Kinder, 1 teacher with 15 children and support from a teacher trainee. (Optional)
- 5 yrs Kinder Kindergarten(Mandatory)
- 6-12 yrs Primary
- 13-15 yrs Junior High
- 16-18 yrs High School
- 19+ University
- 25 - Average number of students in school (depending on the area)
- Since 2001 – law for inclusive education
- Special schools are available for severe mental cases. Psychologists are present in these schools for help and support.
- Children with special needs attend regular schools whereby resource rooms are available.
- School psychologist are not available in public schools but only in private schools.
- There has been an influx of immigrants to Greece namely from the Middle East (Iraq & India)
- Teachers need more training on how to treat and deal with multiculturalism in the classroom.
- SEL – 1 hour per week in each elementary high school. The teacher teaches whatever she thinks is suitable for the classroom. (Flexible teaching – up to the teacher to decide).



## Portugal

- Before 3 yrs – you must pay
- 3-6 yrs Pre-school
- 6-10 Basic Education:
  - a. First – Fourth grade (1 teacher for every discipline)
  - b. Fifth – sixth grade (1 teacher for each subject, Physical Education and extra activities ex: drama part of the curriculum)
  - c. Seventh – ninth grade
- 10-12 yrs Secondary Education
- Religion lessons are not compulsory
- If students have difficulties the school must support
- Health Education in the ninth grade – subjects are related to SEL
- Support Teachers are available in school depending on the needs of the student/s (on full time and part time basis).
- Children from Eastern Countries ex: Ukraine, Romania are well integrated in the school community and succeed at school.
- ROMA children face more difficulties in integrating in schools.

From Having

To Becoming

(Outcome)

Resilience

Being

(I AM)

Stressors

Doing (Skills)

To Becoming

From Having

Stressors

I CAN

Doing

(BASIC – Ph)

Resilience Curriculum (RC)

Support via the curriculum

Developmental & Situational Challenges

Child

Parents & Teachers RC

Direct

Child RC

Support

Coping

(doing)

Theory

Model of Resilience Schools

The project needs to develop something new for this.

Practice

Activities: Teacher & Parent Handbook