

# **WORKING WITH FOREIGN STUDENT**

A TRAINING PACKAGE FOR TEACHERS

Warsaw 2011

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Cardiff County Council, Race Equality First, St. Mary's Catholic Primary School, and Michaelston Community College

in the years 2009-2011. The project is aimed at actions to support children and young people from abroad. This publication was prepared thanks to co-financing from the funds of the Lifelong Learning Programme, Comenius Regio component.



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## **INTRODUCTION**

This *Training Package for Teachers* comprises a number of items from the workshops conducted as part of the partnership project entitled "Caerdydd– Warsaw Integracja Project. Bridging the Education and Social Gap for Young People and their Parents" (2009 – 2011). The project partners included schools, Local-Government bodies and NGOs, from both Warsaw and Cardiff (Wales).

The objective of the activities undertaken was to prepare school staff to work with foreign students, to create support programmes for certain groups of foreigners, to prepare young teachers and students of pedagogic faculties to work in the continually-changing education environment, and to develop a set of materials which would be used to achieve the set goals (*the Welcome Pack for Pupils and Parents, Training Packages, and the Good Practice Guidance*).

As part of the activities implemented in four pilot schools (in Warsaw: Szkoła Podstawowa nr 211 z Oddziałami Integracyjnymi im. Janusza Korczaka, Gimnazjum z Oddziałami Integracyjnymi nr 14 im. Leopolda Staffa and in Cardiff: St. Mary's Catholic Primary School and Michaelston Community College), a preliminary diagnosis was performed, which allowed the assessing of the attitude of school management staff, teachers and administrative workers to the inclusion of the newcomer students into the school community. Based on the analysis of the 1<sup>st</sup> audit results, obtained from the Warsaw pilot schools, a training programme was developed, and implemented from October to November 2010.

The objective of the newly-developed training is to support education centres in the management of diversity and multi-culture, to increase knowledge on intercultural dialogue, and to provide the teachers with teaching aids to be used in multicultural classes.

The training cycle comprised five modules, namely:

**Module I** – The legal regulations concerning foreigners' status in Poland, and their right to education

**Module II** – The methods for communicating between teaching staff and the parents of foreign students

**Module III** – Designing activities for building efficient communication, in order to combat discrimination in a culturally-diversified environment

**Module IV** – The significance of cultural identity in relation to foreign-student integration

**Module V** – Teaching Polish as the second language and the integration of foreign students into classes

The results of the 2<sup>nd</sup> audit, conducted upon completion of the training cycle, confirmed the positive changes in the attitude of training participants, related to the inclusion of foreign students into class teams and their integration with the school community.

Based on the analysis of the training evaluation results, supplementary courses were developed, focussing on those issues which the teachers considered especially important. These courses comprise the workshops entitled The educational difficulties of foreign students (especially in view of war trauma) and a number of consultation meetings devoted, e.g., to teaching foreign students -: assessing their knowledge and skills, setting educational requirements, and teaching methods in a multi-cultural class.

The following part of the Training Package for Teachers comprised the programmes of various training modules (conducted as part of the training cycle), including exemplary teaching aids used during the classes. The objective assumed by the project promoters was to disseminate supporting materials developed among the teachers so that they could be used in their teaching and educational practice.

## MODULE I

### The legal regulations concerning foreigners' status in Poland, and their right to education

- **Duration** – 5 hours
- **Group** – up to 30 participants
- **Objectives**
  - To make the teachers familiar with the phenomenon of refugeedom in Poland, and the rights and obligations of refugees as compared to other migrant groups.
  - To identify the differences and specific features of this group, in both legal and actual terms.
- **Subject matter**

Legal regulations related to refugeedom in Poland

The history of the refugee system in Poland and its current status

Major problems and challenges concerning refugee policy in Poland

- **Working methods**
  - Workshops and lectures featuring presentations and two films devoted to refugee issues in Poland
- **Training outcomes**
  - Expanded knowledge on refugees in Poland and on related legal regulations
  - Increased sensitivity of training participants to this special migrant group

- **Exemplar training materials**

Multimedia presentation, the Legal Intervention Association publications (distributed among training participants) providing a detailed description of the issues discussed, case studies, films.

- **References**

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- **Other sources**

Połowa mnie (2007), direction: Justyna Tafel

**Agnieszka Kosowicz**

## **MODULE II**

**The methods for communicating between teaching staff and the parents of foreign students (including especially the ways of communicating information about the Polish education system)**

- **Duration** – 5 hours
- **Group** – up to 20 participants
- **Objectives**
  - To familiarise the teachers with various methods of efficient communication with the parents of foreign students
  - To make the teachers more sensitive to the specific needs of the parents of foreign students in the context of providing education-related information

- **Subject matter**

An interpersonal communication model

Specific relations between members of different cultures

- The specific communication needs of foreigners in Poland, arising from their legal status and the experience gathered in their country of origin (the needs of refugee parents who have experienced violence or trauma)
  - Communication barriers
  - The substantive scope of education-related information, required by the parents of foreign students
- **Training outcomes**
    - Systematised teacher knowledge of the elements indispensable to efficient interpersonal communication
    - Expanded teacher knowledge on the dialogue between members of different cultures, interpersonal communication barriers, and methods of overcoming them.
  - **Working methods**
    - Lectures, discussions, brainstorming, mini-workshops
  - **Exemplar training materials**

**Important aspects:**

**WHO is speaking – WHO is listening?**

**WHAT is being said?**

**HOW is it being said?**

**THERE IS NOTHING LIKE  
COMMONSENSE**

**YOU**



What is important?  
What value does it have?  
What is beauty?  
What is irreplaceable?  
What is normal?  
What is pleasurable?  
What are you expecting tomorrow?  
What are you expecting next year?  
What is good for your student?  
What should a teacher do?  
What should a student do?  
What should a parent do?

**PARENT**



What is important?  
What value does it have?  
What is beauty?  
What is irreplaceable?  
What is normal?  
What is pleasurable?  
What are you expecting tomorrow?  
What are you expecting next year?  
What is good for your student?  
What should a teacher do?  
What should a student do?  
What should a parent do?

**Why do we need to talk?**



**CON**

**TACT**

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1. Czerniejewska I., Marek A., *Uchodźca w mojej klasie*, Vox Humana, Warszawa 2010.
2. Grzybowski P., *Edukacja międzykulturowa-przewodnik*, Impuls, Kraków 2008.
3. *Inny w polskiej szkole. Poradnik dla nauczycieli pracujących z uczniami cudzoziemskimi*, red. E. Pawlic-Rafałowska, Biuro Edukacji Urzędu Miasta
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5. Górski G., Kosowicz A., Marek A., *Uchodźcy w polskim społeczeństwie*, Vox Humana 2010.
6. Halik T., Kosowicz A., Marek A., *Imigranci w polskim społeczeństwie*, Vox Humana, Warszawa 2009.
7. *Imigranci w mojej klasie*, Vox Humana, Warszawa 2010.
8. Nikitorowicz J., *Edukacja międzykulturowa; kreowanie tożsamości dziecka*, GWP, Gdańsk 2007.

**Other sources**

Educational film for foreigners entitled „Integracja w Polsce”, Polskie Forum Migracyjne, Warszawa 2009 (available on-line at YouTube).



**Barbara Klimczak**

## **MODULE III**

### **Designing activities for building efficient communications, in order to combat discrimination in a culturally-diversified environment**

- **Duration** – 5 hours
- **Group** – up to 30 participants
- **Objectives**
  - To support the Warsaw educational centres, which are attended by children and teenagers – refugees and immigrants – in designing, creating and implementing a policy of equal opportunities, as well as the management of diversity and multi-culture
- **Subject matter**

Efficient communication in a multicultural team

- Defining discrimination: the causes, signs and effects of discrimination; instruments to prevent discrimination
  - The impact of prejudice and stereotypes on the attitude to human diversity – from prejudice to discrimination – from thoughts and feelings to action
  - The structure and methods of conflict solving in a multicultural environment
  - Different attitudes and their relationship-building role in a multicultural environment
  - The shaping of tolerance and empathy
  - Support for culturally-distinct people
- **Training outcomes**
    - Increased self-awareness of training participants related to diversity management, intercultural dialogue, and combating discrimination
    - Acquired skills of learning through experience, cognition and discovery.
    - Expanded abilities related to supporting culturally-distinct students, in terms of:
      - situation analysis,
      - the identification of special needs,
      - the design of activities in the field of communication and combating discrimination in a diversified group
    - Disseminated examples of good practices.

- **Working methods**

- Interactive lectures, case studies, brainstorming, simulations, role playing, discussions, educational experiments

- **Exemplar training materials**

### **Exercise: Attitudes to human diversity**

**Objective:** The participant diagnoses the attitudes of tolerance and empathy, and understands their relationship-building role in a multicultural environment

**Teaching aids:** photographs of people, objects and landscapes; pictures, adverts, film frames

#### **Course of the exercise:**

##### **1) What defines me? What do I find important?**

The instructor asks the participants to choose a photograph or a picture which could be the best illustration or reflection of their dreams, interests or favourite activities. While introducing themselves, the participants are also asked to answer the following questions: What defines me? What do I find important?

##### **2) Are we similar or different?**

Following the participant's presentation, the instructor initiates a talk/discussion, asking the following exemplar questions:

- Which aspects of our identity do we share with others?
- Which aspects are unique (only we have them)?
- What makes us different, and what makes us separate?
- Do we have more features that make us similar or those that make us different?
- What have learnt about ourselves during the presentation?
- Was there anything that surprised you when listening to the others: difference or similarity?
- What amounts to our identity? How do we perceive other people? Through what features (e.g. name, occupation, confession, marital status, sex, nationality, hobby, sports, music preferences, relatives/friends, religion, family, education, ethnic origin, likes/dislikes, etc.)

To summarise the discussion, the instructor emphasises that, irrespective of our differences, we still have a lot in common and she/he gives the examples cited during the previous talk/discussion.

### 3) Our attitude to human diversity

The instructor displays a photograph showing a member of a different culture, e.g., a child from an African country or women from a country at war, or from a refugee camp. The picture on the right shows a five-year old Reza from the Malistan district (by Marcin Suder, 2009).



#### ▪ References

1. *Edukacja antydyskryminacyjna. Podręcznik trenerski*, Villa Decius, Kraków 2010.
2. *Kompas. Edukacja o prawach człowieka w pracy z młodzieżą*, CODN, Stowarzyszenie dla dzieci i młodzieży SZANSA, Warszawa 2005.
3. *Kompasik. Edukacja na rzecz praw człowieka w pracy z dziećmi*, CODN, Warszawa 2009.
4. *Pakiet edukacyjny Antydyskryminacja*, CODN, Warszawa 2005.
5. *Wielokulturowość na co dzień* — materiały dla nauczycielek, nauczycieli, Kraków 2006.
6. <http://www.fundacja.znak.org.pl/files/wielosce.pdf>

## **MODULE IV**

### **The significance of cultural identity in relation to foreign-student integration**

- **Duration** – 5 hours
- **Group** – up to 30 participants (creative writing using the Loesje method – 15 people)
- **Objectives**
  - To make participants more sensitive to the multi-levelness of the notion of cultural diversity and related practices
  - To provide participants with the tools used in their work (at school or as part of their extramural education), with the aim of making their students (pupils) more sensitive to cultural diversity
  - To familiarise the participants with the notions of cultural relativism and universalism, and with the model of culture as an iceberg
  - To discuss the theory of cultural adaptation strategies by John Berry
  - To emphasise the value of freedom of speech and freedom to express our opinions, at the same time respecting the values (cultural, religious, social, etc.) and opinions of other people
  - To inspire afterthought and to encourage participants to discuss the issues related to cultural sensitivity, tolerance, intercultural dialogue, and the need for intercultural education in the Polish education system
- **Subject matter**

The cultural iceberg: an introduction to the issues of cultural relativism and universalism

- Creative writing using the Loesje method: cultural sensitivity, relativism and universalism, intercultural dialogue, intercultural education, diversity, tolerance
  - The intercultural sensitivity theory by Milton Bennet
  - Cultural adaptation strategies by John Berry
  - The analysis of lesson plans devoted to cultural diversity
- **Training outcomes**
    - Expanded knowledge on cultural sensitivity and related notions (e.g., cultural relativism and universalism, intercultural dialogue)
    - Dissemination of student working methods among the teachers – the cultural iceberg, creative writing using the Loesje method.

- **Working methods**

- Moderated discussions (the cultural iceberg), workshops (creative writing using the Loesje method), lectures, discussions.

- **Exemplar training materials**

- "The cultural iceberg" handout (below)

The concept of culture seen as an iceberg is based on the assumption that "on the surface" you can only see some of the elements of culture whereas a number of laws which govern it, and which constitute its foundations, are hidden deeply "under the surface" and are hard to see.

Among other things, this model suggests certain reasons why it may be so difficult (especially at the beginning) to understand people from a different cultural background – the ability to notice and to correctly interpret some of their behaviour patterns may be seen as the outcome of long-term observations and contact with their culture.

- Loesje posters: available in the poster archives at [www.loesje.pl](http://www.loesje.pl)

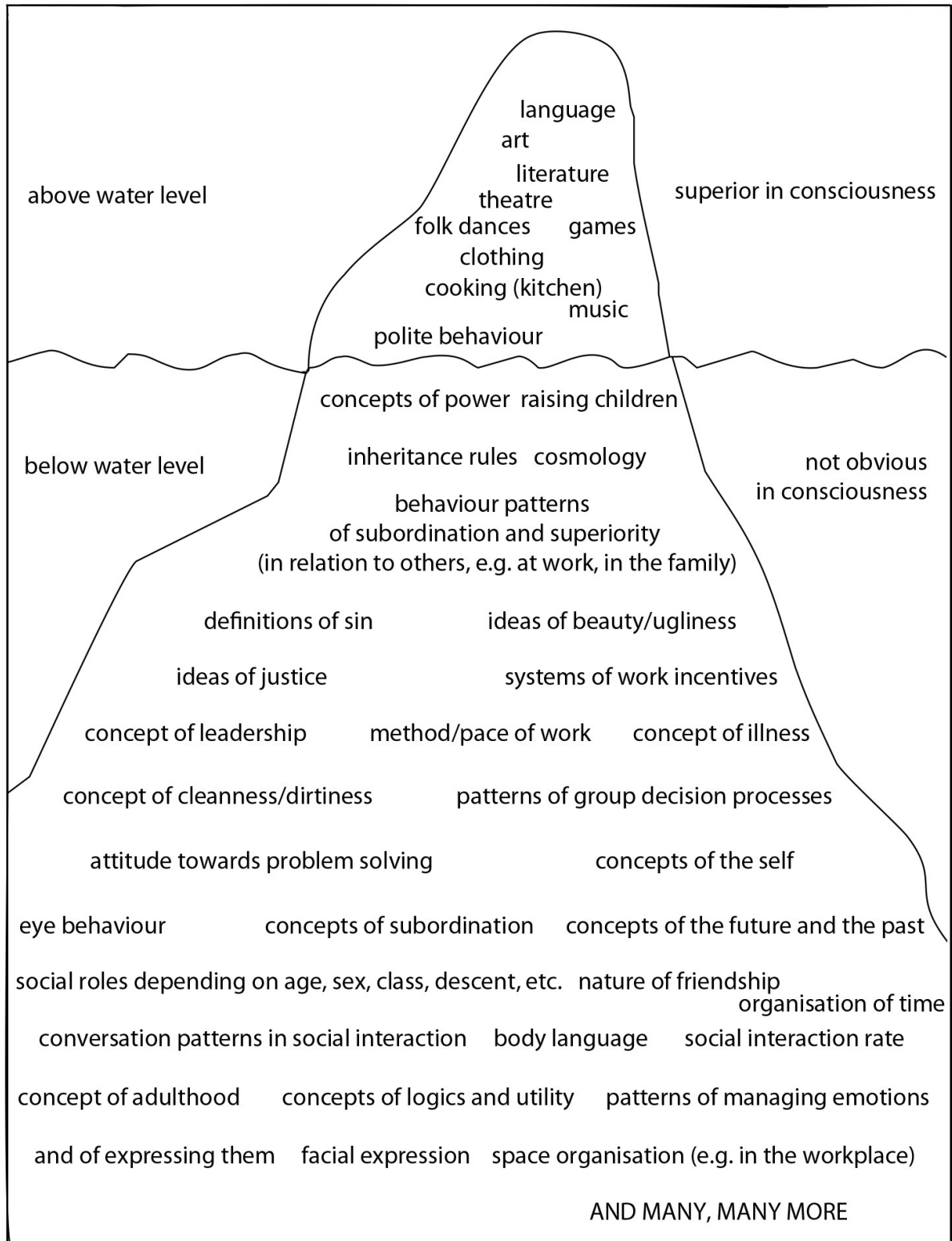
- **References**

1. Boski P., *Kulturowe ramy zachowań społecznych*, Wydawnictwo Naukowe PWN, Warszawa 2009.
2. Geertz C., *Interpretacja kultur. Wybrane eseje (The Interpretation of Cultures)*, WUJ, Kraków 2005.
3. *Doradztwo zawodowe a wyzwania międzykulturowe*, opracowanie zbiorowe, KOWEZIU, Warszawa 2007.
4. Hall E.T., *Poza kulturą (Beyond Culture)*, PWN, Warszawa 2001.
5. Kołakowski L., *Złudzenia uniwersalizmu kulturowego* [w:] Kołakowski L., *Cywilizacja na ławie oskarżonych*, Res Publica, Warszawa 1991.
6. *Tolerancja i wielokulturowość. Wyzwania XXI wieku*, red. A. Borowiak, Academica SWPS, 2004.

- **Other sources**

- Information about Loesje: [www.loesje.pl](http://www.loesje.pl) and [www.loesje.org](http://www.loesje.org)

## THE MODEL OF CULTURE AS AN ICEBERG



## **MODULE V**

### **Teaching Polish as the second language and the integration of foreign students into classes**

- **Duration** – 5 hours
- **Group** – up to 30 participants
- **Objectives**
  - To support teachers working with foreigners (in intercultural classes) and teaching Polish as the second language in their teaching and educational practice
  - To present the tools which can be used in teaching and educational practice in a culturally-diversified class/group
  - To promote multi-linguistic abilities and cultural diversity in Warsaw schools

- **Subject matter**

The benefits of cultural diversity at school (for students, teachers and the managing staff)

- The learning difficulties of foreign students resulting from migration, and proposed solutions to this problem
  - Suggested diagnoses for the linguistic abilities and knowledge of foreign students
  - Polish as the second language in the context of the new curriculum
  - Suggested programmes for teaching Polish as the second language for the foreigners starting work at school – *Towards the Multicultural School in Poland*
  - Work individualisation in multicultural classes
  - Methods and forms of work with foreign students
  - Methods and forms of educational practice in multicultural classes
- **Training outcomes**
    - Expanded knowledge concerning the learning and integration-related difficulties among students in culturally-diversified classes
    - Acquired knowledge on various methods and tools, and their use in work with culturally-diversified groups
    - Acquired skills of lesson planning in multicultural classes, considering the needs of foreign students
  - **Working methods**
    - Interactive lectures, discussions, brainstorming, case analyses

## ▪ Exemplar training materials

This training session made use of the materials included in the following publications: *Inny w polskiej szkole. Poradnik dla nauczycieli pracujących z uczniami cudzoziemskimi*, *Ku wielokulturowej szkole w Polsce. Pakiet edukacyjny z programem nauczania języka polskiego jako drugiego dla I, II i III etapu kształcenia*, released by the Education Department of the Capital City of Warsaw, including:

- Information forms, *Inny w polskiej szkole. Poradnik dla nauczycieli pracujących z uczniami cudzoziemskimi*, pp. 139-146
- Headmaster's/class teacher's forms, *Ku wielokulturowej szkole w Polsce. Pakiet edukacyjny z programem nauczania języka polskiego jako drugiego dla I, II i III etapu kształcenia*, pp. 137-138
- Preliminary skills diagnosis, *Ku wielokulturowej szkole w Polsce. Pakiet edukacyjny z programem nauczania języka polskiego jako drugiego dla I, II i III etapu kształcenia*, pp. 143-150
- Linguistic skills form, *Inny w polskiej szkole. Poradnik dla nauczycieli pracujących z uczniami cudzoziemskimi*, pp. 139-142
- Learning progress monitoring, parts A and B, *Inny w polskiej szkole. Poradnik dla nauczycieli pracujących z uczniami cudzoziemskimi*, pp. 148-149
- Guidelines for class teachers, *Ku wielokulturowej szkole w Polsce. Pakiet edukacyjny z programem nauczania języka polskiego jako drugiego dla I, II i III etapu kształcenia*, pp. 139-140
- Lesson plans for multicultural classes, *Inny w polskiej szkole. Poradnik dla nauczycieli pracujących z uczniami cudzoziemskimi*, pp. 68-69

### ➤ **Exercise:**

#### **Measures taken in classes/at school before/during/after the arrival of a foreign student**

Teachers work in teams and develop a list of measures which should be taken in the situations described in the Exercise 3 Chart. Then, their lists are compared with the list included in *Guidelines for class teachers*. The teamwork conclusions are presented to all participants.

### **Exercise Chart**

What measures can a class teacher undertake before the arrival of a foreign student?

1. How are you going to present to your students the benefits of having a foreign student in their class?
2. Please draw up a list of important topics, activities and tasks to be implemented. How will they be implemented and by whom?
3. Whose support are you going to seek?



### Exercise chart: Guidelines for class teachers

<b>Before the arrival of a foreign student to the class</b>	<b>Mark when implemented</b>
Inform the class about the arrival of a foreign student.	
Initiate a group discussion about the easy, potentially easy and difficult situations for the foreign student appearing in a new environment.	
Ask your students to think about how they could support their new classmate (e.g., using simple vocabulary, helping him/her with his/her homework).	
Specify the benefits flowing from the arrival of the foreign student (e.g., meeting a new person, learning about a different culture, language, etc.).	
Ask the foreign parents to draw up a list of basic phrases in their language (e.g., greetings, the way of expressing basic needs, etc., together with their phonetic transcription).	
Teach your students a few words and phrases in the native language of the new student, so that they could be able to welcome him/her in his/her own language.	
<b>At the arrival of the foreign student in the class</b>	
Make sure that you have the basic information about the new student (e.g., name and surname, date of birth, contact number to his/her parents or caretakers, languages he/she knows, etc.).	
Organise a meeting with the parents or guardians of the new student and show them round the classroom and school.	
Accompany the new student to the changing room and classroom.	
Make sure that the new student is involved in all classroom activities and teamwork, that he/she can find a place in the class team, and that other students are sensitive to his/her needs.	
Encourage the most ambitious and sensitive students to establish a closer relationship with their new classmate.	
Invite one of the students to perform the function of "buddy-guide – guide" and clearly specify what this function would entail (support in moving round the school and getting used to daily school work, and assistance during breaks and lunchtime). If you have any written or graphic information about the "buddy – guide" role, give it to the student.	
Prepare a set of pictures and other linguistic aids which will help the new student to express his/her needs, feelings and emotions (e.g., hunger, thirst, sadness, illness, need to visit the toilet, etc.).	
If the student can read and write in his/her native language, provide access to a bilingual dictionary and other aids of learning a new language.	

If there is another student at the school coming from the same country of origin as your foreign, arrange a meeting.	
Keep an eye on the new student. Assist him/her in difficult situations connected with the functioning in a new reality, especially during breaks and lunchtime. When necessary, ask other teachers for help.	
Commend the new student on his/her linguistic progress. Motivate him/her to study more.	
Talk to the parents or guardians regularly about the integration with the school environment.	

➤ **Exercise:**

**Planning strategies/pedagogic measures, based on the information obtained through an interview, preliminary diagnosis methods and progress monitoring.**

Teachers work in teams and analyse the following tools: *Information forms, Headmaster's/class teacher's forms, Preliminary skills diagnosis, Linguistic skills form, Learning progress monitoring, and Guidelines for class teachers.* They discuss what information can be obtained using the reference tools. They try to define the teaching and educational work plans and exemplar classroom activities for foreign students (considering their proficiency level in the Polish language) in various subjects.

## Practice charts

### THE LINGUISTIC SKILLS FORM

#### Part 1 Student data

Name and surname: \_\_\_\_\_

Other surnames (if applicable): \_\_\_\_\_

Date of birth: \_\_\_\_\_ Address: \_\_\_\_\_

Sex: Female/Male

Date of the first arrival in Poland (if applicable): \_\_\_\_\_

Place of birth: \_\_\_\_\_ Ethnic origin: \_\_\_\_\_

Name of the previous school (attended by the student in Poland): \_\_\_\_\_

Religion: \_\_\_\_\_

If the student attended school(s) in any foreign country(s), please specify:

School name and country	From	To	Language used in the classroom	Has the student ever learnt Polish as the second language?

#### Part 2 The linguistic abilities of the student

1. What is the native language of the student? \_\_\_\_\_

2. How well does he/she **speak** in this language? \_\_\_\_\_

Not at all	Not much	A little	Sufficiently	Well	Fluently
0	1	2	3	4	5

3. How well does he/she **read** in this language? \_\_\_\_\_

Not at all	Not much	A little	Sufficiently	Well	Fluently
0	1	2	3	4	5

4. How does he/she **write** in this language? \_\_\_\_\_

Not at all	Not much	A little	Sufficiently	Well	Fluently
0	1	2	3	4	5

5. Does the student speak Polish a little? Yes/No

6. Does the student understand Polish a little? Yes/No

7. How would you assess the student's proficiency level in Polish? (according to the scale from 0 to 5 used in questions 2-4)?

Polish: speaking \_\_\_\_\_ reading \_\_\_\_\_ writing \_\_\_\_\_

8a. Does the student speak any other language? Yes/No

8b. If yes, specify the language(s) \_\_\_\_\_

8c. To what extent does he/she use the language(s)?

Language \_\_\_\_\_ speaking \_\_\_\_\_ reading \_\_\_\_\_ writing \_\_\_\_\_

Language \_\_\_\_\_ speaking \_\_\_\_\_ reading \_\_\_\_\_ writing \_\_\_\_\_

**Part 3 The language spoken by student's family**

9. What language is mainly spoken at the student's home? \_\_\_\_\_

10. Do all family members speak this language? Yes/No

11. Does anyone speak to the student in any other language than that specified in questions 9 and 10? Yes/No

Who are the people residing with the student and what language is used to address him/her?

Name and surname	Age (if less than 18)	Kinship	Language used by the student	Language used by the family member

12. If the student understands/speaks Polish, where does he/she hear and use this language?

With friends	At school	At home	In shops	In other situations (specify)
Yes / No	Yes / No	Yes / No	Yes / No	Yes / No _____

**Part 4 Early development stages**

- 13. Did the student start to speak any language before the age of two? Yes/No
- 14. Had the student started to walk before the age of two? Yes/No
- 15. Has the student d ever been assisted by a speech therapist or re-educator? Yes/No

**Part 5 Health-related information**

- 16. Has the student ever had his/her eyesight tested? Yes/No
- 17. When was it and what were the results? \_\_\_\_\_
- 18. Has the student ever had his/her hearing tested? Yes/No
- 19. When was it and what were the results? \_\_\_\_\_
- 20. Please specify any diseases the student suffers from:  
\_\_\_\_\_
- 21. Has the student ever stayed in hospital for a long time? Yes/No

Year	How long	Reason

**Part 6 Assistance available at home**

Please specify which household member can assist the student with his/her homework.

What is the relationship with the student	How can this person help? In what subject?

Is the student a member of any clubs or groups? What kind? (e.g., scouts, a small group in which he/she is learning the native language, religious groups in the church/mosque/synagogue, sports groups, etc.)

How often does the student participate in such meetings?	What language is mainly used in this group/club?

Part 7 Other factors influencing the learning progress of the student

Please specify and describe the circumstances in which the student missed school for more than 1 month during the school year

Year	Absence duration	Reasons for absence	Was the student taught in other way during the absence?

Are there any other factors which could or can influence the student's learning progress? Please specify.

\_\_\_\_\_

Date \_\_\_\_\_

Interviewer(s): \_\_\_\_\_

Name and surname of the guardian \_\_\_\_\_

Kinship \_\_\_\_\_

Signature of the parent/guardian \_\_\_\_\_

Signature of the interviewer(s) \_\_\_\_\_

**MONITORING THE LEARNING PROGRESS  
MADE BY A STUDENT WHOSE POLISH IS NOT FLUENT**

**PART A Introduction of the student to the school. Stage One – Evaluation upon the expiry of two weeks at school**

Name and surname \_\_\_\_\_

Class \_\_\_\_\_ F/M

L1 – native language \_\_\_\_\_

Date \_\_\_\_\_

**Progress indicators**

- the student is relaxed and contented
- he/she has got used to the classroom routine
- he/she has become familiarised with the school canteen, dining times, and the principles binding during the P.E. lessons
- he/she has contacts with classmates
- he/she spends school breaks with his/her classmates and plays with them
- he/she has started to communicate with the teacher verbally/non-verbally
- he/she shows interest in and motivation to study

**Adaptation to the classroom routine**

**Student-student relationship**

**Teacher comments**

**Parent/guardian comments**

**Suggested measures**

## **PART B Introduction of the student to the school. Stage Two – Subsequent evaluation**

<b>Progress indicators</b> <ul style="list-style-type: none"><li>➤ the student is relaxed and contented</li><li>➤ he/she respects classroom principles and the code of behaviour</li><li>➤ he/she has contacts with his/her peers and plays with them</li><li>➤ he/she joins small and large teams</li><li>➤ he/she can cooperate in a team</li><li>➤ it can be easily noticed that he/she has made some progress in the Polish language (if he/she attends a language course, then Polish as the second language)</li></ul>
<b>Behaviour; student-student and student-teacher relationship</b>
<b>Learning progress and achievements</b>
<b>Linguistic activation – Polish learning as the second language</b>
<b>Teacher comments</b>
<b>Student/parent/guardian comments</b>
<b>Suggested measures</b>

### ▪ **Literature**

1. *Edukacja w społeczeństwie wielokulturowym*, pod red. K. Rędzińskiego, Częstochowa 2004.
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3. Farid M., McMahan D., *Accommodating and Educating Somali Students in Minnesota Schools*, Saint Paul, 2004.
4. Grzymała-Moszczyńska H., *Uchodźcy. Podręcznik dla osób pracujących z uchodźcami Nomos*, Kraków 2000.
5. *Inny w polskiej szkole. Podręcznik dla nauczycieli pracujących z uczniami cudzoziemskimi*, red. E. Pawlic-Rafałowska, Biuro Edukacji Urzędu m.st. Warszawy, Warszawa 2010.
6. *Ku wielokulturowej szkole w Polsce. Pakiet edukacyjny z programem nauczania języka polskiego jako drugiego dla I, II i III etapu kształcenia*, opracowanie zbiorowe, Biuro Edukacji Urzędu m.st. Warszawy, Warszawa 2010.
7. *Moving Forward — Gypsy Traveller Education. Guidance*, Welsh Assembly Government, 2008.
8. *Z zagadnień dydaktyki języka polskiego jako obcego*, red. E. Lipińska i A. Seretny, Kraków 2006.

and various materials unpublished in Poland, lent by *the Ethnic Minority Achievement Service in Cardiff*.



## EVALUATION QUESTIONNAIRE

### ***THE EDUCATION OF FOREIGNERS IN POLISH SCHOOLS***

(training cycle)

We kindly ask you to provide answers to a few questions. Please mark the right number according to your answer on the scale from 1 to 6.

a) To what extent did this course satisfy your expectations?

1      2      3      4      5      6

b) Which workshop did you find the most useful to your teaching and educational practice?

Module I – Legal regulations concerning the foreigner's status in Poland, and their right to education

Module II – The methods of communication between the teaching staff and the parents of foreign students

Module III – Designing activities for building efficient communication, in order to combat discrimination in a culturally-diversified environment

Module IV – The significance of cultural identity in relation to foreign students' integration

Module V – Teaching Polish as the second language and the integration of foreign students with classes

c) To what extent did the workshops enrich your knowledge on the issues discussed?

1      2      3      4      5      6

d) Did you acquire any skills useful in your teaching practice during the workshops?

1      2      3      4      5      6

e) Did the materials used during the workshops properly illustrate the issues discussed?

1      2      3      4      5      6

f) Was the workshop time used efficiently?

1      2      3      4      5      6

g) To what extent will the teaching aids you have received be useful in your work?

1      2      3      4      5      6

Other comments (*e.g., concerning the subject matter and forms of training courses which would be interesting to you*) \_\_\_\_\_

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Participant data (please insert x where necessary)

School subject taught \_\_\_\_\_

Type of school: primary school     junior high school     secondary school   

Professional advancement degree: teacher trainee     contract teacher   

nominated teacher     certified teacher

## About the authors

**Malina Baranowska-Janusz** – an intercultural psychologist and a coach. She graduated from the Faculty of International Relations at the Warsaw School of Social Science and Humanities. She also completed Postgraduate Study for Group Coaches at the Laboratory of Psychoeducation in Warsaw. She has continually cooperated with the MANZANA Foundation, the Leaders' School Association, the *Advice* Psychological and Educational Consultancy Company, and the International Service Offices at the Warsaw School of Social Science and Humanities, the Academy of Physical Education in Warsaw, the Leon Koźmiński Academy in Warsaw, and many more. She specialises in developing teaching programmes, and she conducts integration and adaptation workshops in the fields of multi-culture and Polish culture for foreigners and Socrates-Erasmus students. She also engages in designing teaching programmes and conducting workshops and training courses in the field of interpersonal skills, such as communication, assertiveness, negotiation, self-presentation, conflict solving, creativity, project work, and the like.

**Dawid Cegiełka** – a lawyer, a graduate from the Faculty of Law and Administration at the University of Warsaw, a barrister's trainee at the District Chamber of Barristers in Warsaw, a founding member of the Legal Intervention Association, in which he has provided legal advice for many years, a coach and an instructor.

**Agnieszka Kosowicz** – the founder and President of the Polish Migration Forum. The creator and implementer of various initiatives for foreigner integration in Poland, e.g., an on-line information portal for foreigners, referred to as the Migration Info-line, the *Migroteka* project, which supplies migration literature to Polish libraries, and the project entitled *Brwinów My Window on the World*, aimed at establishing good relations in the school environment, involving Chechen students. She proposed the idea to make an instruction film about foreigner integration in Poland, which was eventually shot in 2009 by PFM. She is also the author of several publications for and about foreigners (and a number of teacher guidebooks), including a publication about the history of foreigner protection in Poland, entitled *Working Together, 15 years of UNHCR in Poland*. She is also the co-author of *An Alien in a Polish School. Guidelines for Teachers Working with Foreign Students*. She deals with creating positive relations between members of different cultures, especially in the local community, as well as with expanding knowledge on migration-related issues. In 2000 – 2006 she was the representative for information at the UNHCR office in Warsaw and the chief editor of the quarterly publication entitled *From Foreign Lands*. Professionally she is a journalist and her passion is travelling.

**Barbara Klimczak** – a culture expert, a teatrologist, and a Polish philologist. She graduated from the University of Łódź, the Higher School of Pedagogy of the Society of Public Knowledge in Warsaw, the Helsinki School on Human Rights and the International Consortium RWCT. She has worked as a lecturer, a reviewer, a teacher of Polish, and a consultant on cultural education. She has written and edited a number of guidebooks on teaching Polish and cultural studies (released by WSiP Publishing Press) and lesson plans (Verlag Dashofer). She was the chief editor of *All for School* (2007) and the coach of various professional advancement courses, e.g., in the field of interdisciplinary teaching, authority building, education management, and the implementation of anti-discriminatory mechanisms in education centres, cooperation between various entities in the education system, as well as cultural, intercultural and global education. She has participated in the International Integration Programme for Orphan Children Kinderforf Pestalozzi/Trogen (Switzerland) and in a number of twinning projects, e.g. *Strengthening Anti-Discriminatory Policies*.

**Jakub Królikowski** – a social activist, a culture animator and, professionally, a computer scientist. Since 2004 he has cooperated with the *Arteria* Art Foundation, which he set up jointly with Agata Buzek, Anna Gajewska, Kacper Kuszewski and Michał Sieczkowski. He has worked on a number of theatre and interdisciplinary projects (e.g., the performance entitled *To the friend who didn't save my life*, directed by Michał Sieczkowski). His principal area of activity in *Arteria* comprises multicultural operations, including those aimed at the Vietnamese community in Poland (*Wiet Nam Gra (The Vietnam Game)*, *Warsaw People* and a documentary with the same title). In 2006, together with Joanna Warsza and Anna Gajewska, he implemented a project at the 10-lecia (10<sup>th</sup> Anniversary) Stadium in Warsaw, entitled *Travel to Asia*, which won the *Wdechy* Award in the poll announced by *Gazeta Wyborcza*, for the most interesting event of the year. He is the founder and manager of the *Five Dragons* Film Festival. He has coordinated a number of multicultural projects, including educational events – *A Vietnamese Child at a Warsaw School* (a cycle of workshops for teachers) and *Multicultural Seminars* (lectures and workshops); and cultural events – *The Asian DKF*, *Multicultural Warsaw Walks*, and *The Asian New Year*. Since 2007 he has also worked for the *New Horizons* Association, the organiser of the largest film festival in Poland – *The New Horizons Era*.

**Ewa Pawlic-Rafałowska** – a graduate in Polish philology at the Maria Curie-Skłodowska University in Lublin. She completed postgraduate studies at the Faculty of Polish Philology – the Institute of Applied Polish Studies at the University of Warsaw – *Teaching Polish as a Foreign Language*. She is the teaching consultant for the Capital City of Warsaw (the Warsaw Centre of Educational and Social Innovation and Training), a certified teacher, an expert at the Ministry of National Education for the professional advancement of teachers, and an examiner at the District Board of Examinations in Warsaw. She has participated in a number of educational projects, including international events. She has co-organised various international conferences devoted to foreigner education. She has contributed to developing and implementing the Polish-British project entitled “Caerdydd– Warsaw Integracja Project. Bridging the Education and Social Gap for Young People and their Parents”, as part of the Comenius Regio Programme, aimed at introducing system changes related to foreigner education in Warsaw schools, as well as the project entitled *You Can Acquire Education in Warsaw*, as part of the European Refugee Fund. She was the coordinator and co-author of the publication entitled *Ku wielokulturowej szkole w Polsce. Pakiet edukacyjny z programem nauczania języka polskiego jako drugiego dla I, II i III etapu kształcenia*. She has coordinated *Foreigner Education* training, addressed to teachers at Warsaw schools, as part of the systemic measures undertaken by the Capital City of Warsaw with the aim of supporting schools in the process of teaching foreign students. She was the substantive editor and co-author of the publication entitled *Inny w polskiej szkole. Podręcznik dla nauczycieli pracujących z uczniami cudzoziemskimi*. Finally, she is the author of a large number of other publications (including 100 dictations, tests and collections of 150 tests, exercises and dictations, diagnostic tests in the Polish language for the 1<sup>st</sup> grade of junior high schools, the 6<sup>th</sup> grade test, the humanities test, the final junior high school test, writing forms, Matura student tests, and diagnostic tests in the Polish language for the 1<sup>st</sup> grade of secondary schools) and various teaching aids.

**Emilia Skiba** – an organiser and promoter of cultural, social and educational events devoted to the issues of intercultural dialogue – including the *Five Dragons* Film Festival, the Intercultural Warsaw Street Party, and Multicultural Warsaw Walks. She initiated the Warsaw Loesje group, coordinating the activities undertaken by the entire Polish Loesje group. She also deals with public relations and fundraising for NGOs.

**Małgorzata Zasuńska** – an English philologist and a psychologist. She graduated in psychology at the Catholic University of Lublin. She completed postgraduate studies at the University of Gdańsk, and at the Warsaw School of Economics. She also completed a course in Teaching English to Young Learners at the University of Maryland, UMBC. She performs the role of teaching consultant for the Capital City of Warsaw as regards the English language at the Warsaw Centre of Educational and Social Innovation and Training. She is a certified teacher, an examiner and an ART (Aggression Replacement Training) coach.

She has coordinated a number of international educational projects, participating in both the development and implementation of the Polish-British project entitled "Caerdydd– Warsaw Integracja Project. Bridging the Education and Social Gap for Young People and their Parents", as part of the Comenius Regio Programme, aimed at introducing system changes related to foreigner education in Warsaw schools. She has co-organised a series of international conferences entitled *Multi-Language and Multi-Culture School*. She conducts teaching courses, and since 2006 she has coordinated the activities of the English Teaching Resource Centre in Warsaw. She is the co-author of the publications entitled *Ku wielokulturowej szkole w Polsce. Pakiet edukacyjny z programem nauczania języka polskiego jako drugiego dla I, II i III etapu kształcenia* and *Inny w polskiej szkole. Podręcznik dla nauczycieli pracujących z uczniami cudzoziemskimi*