COEXISTENCE DEPARTMENT

IES MAR DE ALBORÁN

Valued as a mentor school in coexistence

We started as a Coexistence Classroom in 2008. It is an open project in continuous improvement.

Pioneering programme selected by the Andalusian Regional Government as good educational practice for two years, shared with other schools.

Integrated in the School Plans and Programmes for:

- Coexistence and Equality
- Guidance and Tutorial Action,
- Youth Health
- Peace + Wellbeing
- Green Action and Sustainability
- Active School Library
- Innovation, Assessment and School Development

WE AIM TO IMPROVE COEXISTENCE (RESPECT AND COMPANIONSHIP) AND THE LEARNING PROCESS

OUR MAIN OBJECTIVE IS TO PROMOTE POSITIVE ENVIRONMENTS FOR COEXISTENCE AND LEARNING.

We are not the head of studies

HEAD OF STUDIES

INFORMATION FEED-BACK

COEXISTENCE

- WE PROPOSE PROACTIVE AND RESILIENT COEXISTENCE MEASURES

- WE AIM AT AN EARLY DETECTION OF CONFLICT SITUATIONS

- WE REFER STUDENTS TO THE COEXISTENCE DEPARTMENT FOR ACTION.

- WE PROPOSE DISCIPLINARY ACTIONS AND WE PARTICIPATE IN THE COEXISTENCE COMMISSION

We are a didactic department

Members

- 2 Psychopedagogues
- Teachers coordinating the Projects and Programmes.
- School Development Coordinator
- Other volunteer teaching staff.

Timetable

Teacher´s non- teaching periods are dedicated:

2-3 hours with the students in co-tutorial work.

2 hours with expelled pupils in the Coexistence Classroom.

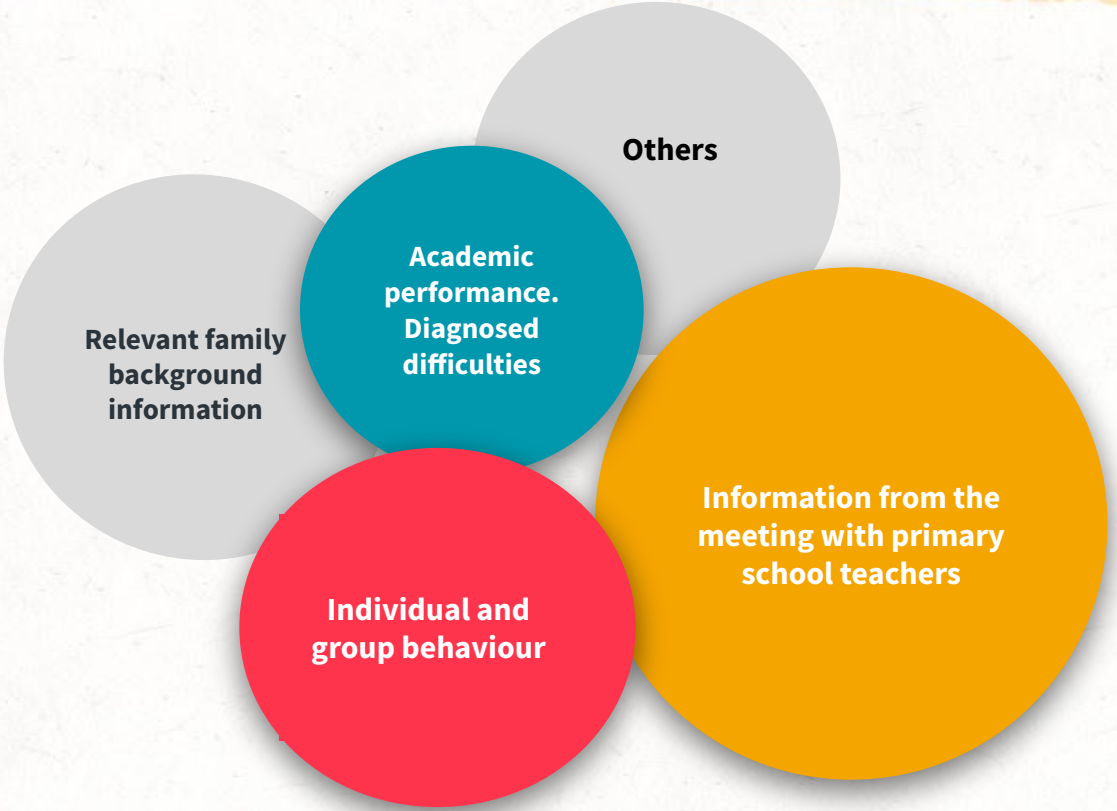
A weekly Department meeting attended by a Head of Studies.

Group distribution

Each member co-supervises 2 or 3 groups in lower secondary school or BASIC VET (12-15 years), in addition to specific assigned cases..

1.
ACTIONS WITH STUDENTS

WE START FROM THE PRIMARY SCHOOL TRANSITION PROGRAMME



The personal interview is our main tool for evaluation and intervention.

1- Follow-up by tutors: Students leave the classroom to talk or interact with their tutor for as long as necessary.

The cause of the intervention can be varied: Information from their class tutor or primary school teacher, at the request of the student, the headteacher, their families, other students or other teachers.

2- Corrective intervention in the Coexistence Classroom: We discuss the conflict and reflect with the students expelled to the Coexistence Classroom.

Conflict prevention and peaceful conflict resolution

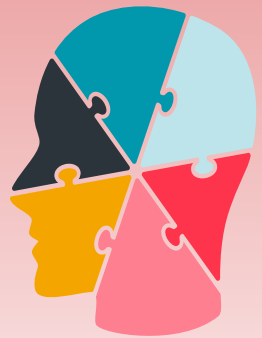
- We try to **prevent and resolve** disruptive behaviour or behaviour that is contrary to learning, aggressive towards other members of the educational community, discriminatory behaviour, bulling, cyber-bulling, etc.

- We work with students to improve their **emotional competences**, we seek an **agreement** and a rational resolution to the conflict.

- We use a **verbal or written contract** as a way of involving students, their families and their educational teams in the resolution of disruptive behaviour in the classroom.

And we also work...

- Improving social skills for integration into the group.
- Promoting resilience in different situations.
- Improvement in study techniques.
- Boosting self-esteem, self-concept…
- Others.



If the situation requires it, we refer the case to specific care services.

WE ALSO WORK AT GROUP LEVEL

Group interventions

- The Coexistence Department coordinates **group activities, visits, workshops and talks for the school projects and programs** of Coexistence + Equality, Youth Health, Peace + well-being and Green Action + Sustainability.

- We have a series of **consolidated activities** that are repeated year after year, and which aim to improve coexistence in the class and in the school, such as: the Class Assembly, the Thermometer, the Green Broom, the Pacific Warrior, the Solidarity Market, the Solidarity Book, and special occasions such as 25th November, etc.

- Through the **" Nine months, nine causes" campaign**, we carry out a specific program of activities for each month.

2.
ACTIONS WITH TEACHERS

We support teacher action

- We **reinforce tutorial intervention**: communication flows, coordination of interventions, decision making, etc.
- We also act in response to **individual requests** or requests from the Teaching Team of a group (specific design of a Plan for the Improvement of Coexistence, coordination of meetings).
- Through the **"Experience Classrooms" project**, we coordinate the co-supervision of new teachers.

Integration of the teaching staff in the coexistence ideology

- Most of our teachers work in our **coordinated Projects and Programmes**.
- We organise different types of **integration activities**, get-togethers, outdoor activities, meals, etc.
- We **train newly arrived teachers** in our ideology and functioning. We offer information about courses and organise specific training activities.
- Some members of our teaching staff collaborate specifically with us through the **Shared Tutoring Project** (co-tutoring a pupil) and the **Travelling Pupil Project** (class attendance in a different group).

3.
ACTIONS WITH FAMILIES

FAMILY PARTICIPATION

We contact families for different reasons in order to reinforce the tutorial action, to achieve a bidirectional flow of information, to obtain their support in the resolution of conflicts, or to reinforce the educational process of their children.

The written "commitment or contract" with the students allows the families to participate in the follow-up and control of the process.

We are in contact with the School Parents' Association (AMPA) and we inform the families' representatives through the School Council.

We carry out activities in the school, some of them charitable, to spread our ideology through informative meetings, plays by the Theatre Workshop, musicals by the Music Department, Superheroes' Meetings, etc.

4.

DISSEMINATION AND EVALUATION

Sharing and spreading who we are

The Mentor Schools Project has allowed us to show our model to other schools. And thanks to our participation in the Erasmus+ Programme, we are also showing it to other countries.

Associated to our WEB we have a specific blog on Coexistence. 👆

Many departments and members of the teaching staff are very much involved in our ideology and its dissemination. The work done by the video-creation team in disseminating positive values of all kinds is very striking.

WE WILL TRY TO IMPROVE FURTHER

Our current project has changed a lot from the initial one over the years, and we hope that it will continue to change for the better. It is not a closed project.

It is a specific section of each year's Self-Evaluation Report.

The results of all the surveys carried out over the years with students, teachers and families reflect a high evaluation of our work.

any doubts?