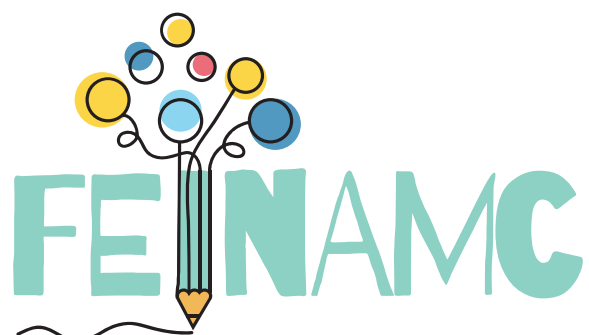


Foster Educational Inclusion  
of Newly Arrived Migrant Children

## Teachers' Validation Tool For the "Discovering Journey" Booklet



## Foster Educational Inclusion of Newly Arrived Migrant Children

**Authors:** Ioanna Xenophontos

**Proofread:** Elena Xeni and Panagiotis Kosmas

**Design:** Helen Vrahimis

**Year of production:** 2022

The content of the Tool was based on the content of the Circle's Project

### Partners



Co-Funded by  
the Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. [Project number: 621545-EPP-1-2020-1-ES-EPPKA3-IP1-SOC-IN]

## Contents

|   |          |
|---|----------|
| <b>Introduction</b>                               | <b>3</b> |
| <b>Using this Booklet:</b>                        | <b>4</b> |
| <b>Materials needed to complete the material:</b> | <b>4</b> |
| <b>Teacher's Role</b>                             | <b>4</b> |
| <b>Tasks of the teacher:</b>                      | <b>4</b> |
| <b>Solutions and assessments of the results</b>   | <b>6</b> |
| <b>Entry-level interview</b>                      | <b>6</b> |
| <b>Self- Reflection</b>                           | <b>6</b> |
| <b>Communication and Cultural Awareness</b>       | <b>6</b> |
| <b>Maths</b>                                      | <b>7</b> |
| Algebra   | 7        |
| Quadratic Equations                               | 7        |
| Arithmetic Mean                                   | 7        |
| Graphical Representation of Data:                 | 7        |
| Tree Diagram                                      | 8        |
| Venn Diagram                                      | 8        |
| <b>Physics</b>                                    | <b>8</b> |
| Mechanics   | 8        |
| <b>Geography</b>                                  | <b>8</b> |
| Continents  | 8        |
| <b>ICT</b>  | <b>9</b> |

## Introduction

Teaching staff have reportedly found themselves challenged in how to help newly arrived migrant students integrate into the educational and cultural environment of the hosting school. More specifically, based on the received feedback of the teachers who are responsible to teach language lessons to migrant students, one of the reasons which is challenging to help newly arrived migrants is the fact that the teachers do not know the prior knowledge of the students. Therefore, students who are in the same class may not have the same educational level. As a result some students may find the subjects challenging whereas another student may feel uninterested because the subjects are too easy.

The aim of the prior assessment tool, namely *Discovery Journey*, is to help teachers recognize the strengths and weaknesses of the student based on his/her prior knowledge and skills. At the same time, the prior assessment tool can also help the students recognize what is expected to know and be aware of what to focus on. The material in the prior assessment tool was built to test cognitive knowledge, as well as social skills and competences (i.e., communication, cultural awareness, and self-reflection). Social skills and competences can help the teachers to tailor their lessons based on the style of learning of the student.

As you would notice, there is greater emphasis on open-ended questions since every student has his/her story to bring to the classroom in order to create a multicultural environment. The structure and some material in the assessment tool are aligned with the fourth Sustainable Development Goal (SDG) which aims to ensure inclusive and equitable quality education for all. The prior assessment tool can also be given to other students and can be adjusted to the needs of the teacher/school.

We hope you find the suggested exercises and topics helpful.

## Using this Booklet:

Below you can find the topics which are included in the prior assessment tool given to students.

| Topics/Focus                         |
|--------------------------------------|
| Entry-level interview                |
| Self- Reflection                     |
| Communication and Cultural Awareness |
| Maths                                |
| Physics                              |
| Geography                            |
| ICT                                  |

## Materials needed to complete the material:

- Coloured pencils or coloured markers
- Pens and pencils
- Access to a computer/laptop with an active internet connection

## Teacher's Role

The teacher should help the student complete the prior assessment tool to help her/him feel comfortable. The objective of the tool is for the teacher to be able to learn the student better in order to help the student. The teacher should not imply any answer; therefore, the teacher should give as much time as the student needs. The teacher should accompany the students in case the student has any questions or needs any clarifications. What is more, the teacher can selectively ask the student to answer specific questions and if possible translate any necessary material (using DeepL or Google Translate).

## Tasks of the teacher:

Introduce the material to the learner and explain in simple terms (and/or in English/with the help of a translator/app) that he/she should solve as many tasks as possible.

Once the learner starts the entry interview, the teacher helps the learner if any problems arise. Such as:

If the student only knows the language of the host country orally, written support is provided by the teacher writing down the answers.

If the student does not speak the language of the host country (orally or in writing) and it is impossible for him/her to complete the questionnaire, the teacher can provide the material in the preferred language.

Assistance with exercise instructions if needed and help with language difficulties.

Observe the learner:

- What is the level of attention (for the task/listener)?
- How much help does he/she need?
- What language does the student use? (Mother tongue, language of the host country, English, a completely different language)
- Are basic rules and conventions followed when completing the questionnaire and solving the tasks?

## Solutions and assessments of the results

### Entry-level interview

There is no right or wrong here. The student fills in the questionnaire according to his/her ability. As a teacher, ensure the student that his/her answer will be kept private and only under his/her consent will be shared with anyone else, other than the teaching staff.

### Self- Reflection

There is no right or wrong answer here. The teacher can ask the student to either express his/her answers verbally or by writing them down.

### Communication and Cultural Awareness

For the first part of the exercise there are no right or wrong answers here. The aim is for the teacher to notice how expressive the student is. Please see below the table which may help to assess the level of communication of each student.

With the help of the following table, the communicative skills of the students can be classified:

|               | Advanced level   | Medium level   | Basic level  |
|---------------|--|--|--|
| Attention     | The student stays focused and completes the tasks in a reasonable time frame.  | The student stays focused even if he/she takes longer to complete and finish the tasks.  | The pupil has difficulty concentrating and needs a lot of time to complete the tasks.  |
| Get help      | The student effortlessly asks for help and guidance.   | The student asks for help and guidance and tries hard.   | The student does not ask for help or guidance on his/her own.  |
| Communication | The pupil uses the language for different purposes and has good communication skills. He/she uses the Greek language appropriately in some situations. | The pupil uses the language for different purposes and has some communication skills. He/she uses the Greek language in a few situations and not always in a relevant way. | The student uses the language for specific functions and does not put the communication skills into practice. He/she does not use the Greek Language in any situation. |

|                          |  |   |   |
|--------------------------|--|---|---|
| <b>Rules and Customs</b> | The pupil knows the basic rules of living together and applies them in all situations. (Kindness, "please and thank you", avoiding insults, etc.). | The pupil knows the basic rules of living together and applies them more and more often (friendliness, "please and thank you", avoiding insults, etc.). | The pupil knows some basic rules of living together and puts them into practice in limited situations (friendliness, "please and thank you", avoiding insults, etc.). |
|--------------------------|--|---|---|

For the second part of the exercise and for the following exercises, please see below the recommended scale of evaluating their achievement:

1 = is the lowest value on the scale at which the child cannot do the exercises.

2 = the value at which the child has some difficulty in the exercises and cannot complete them entirely on his/her own.

3 = the highest value on the scale at which the child can do the exercises.

## Maths

### Algebra

14

6

### Quadratic Equations

$X=2$

$X=5.66$

$X= - 4$

### Arithmetic Mean

Answer: 141.67

### Graphical Representation of Data:

Dark

4



24

## Tree Diagram

$\frac{1}{4}$

$\frac{1}{2}$

## Venn Diagram

5

9/40

## Physics

### Mechanics

40 km/h

## Geography

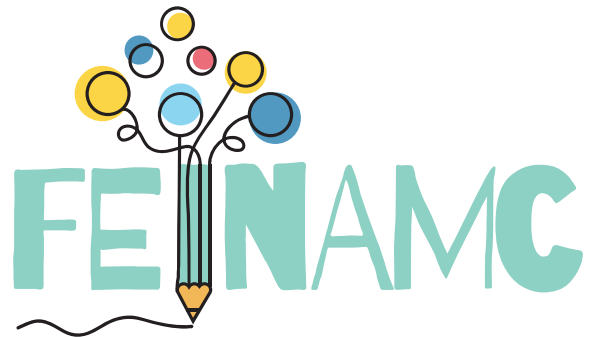
### Continents

1. North America
2. South America
3. Europe
4. Africa
5. Asia
6. Oceania
7. Antarctica

## ICT

Please see the table below for the evaluation criteria:

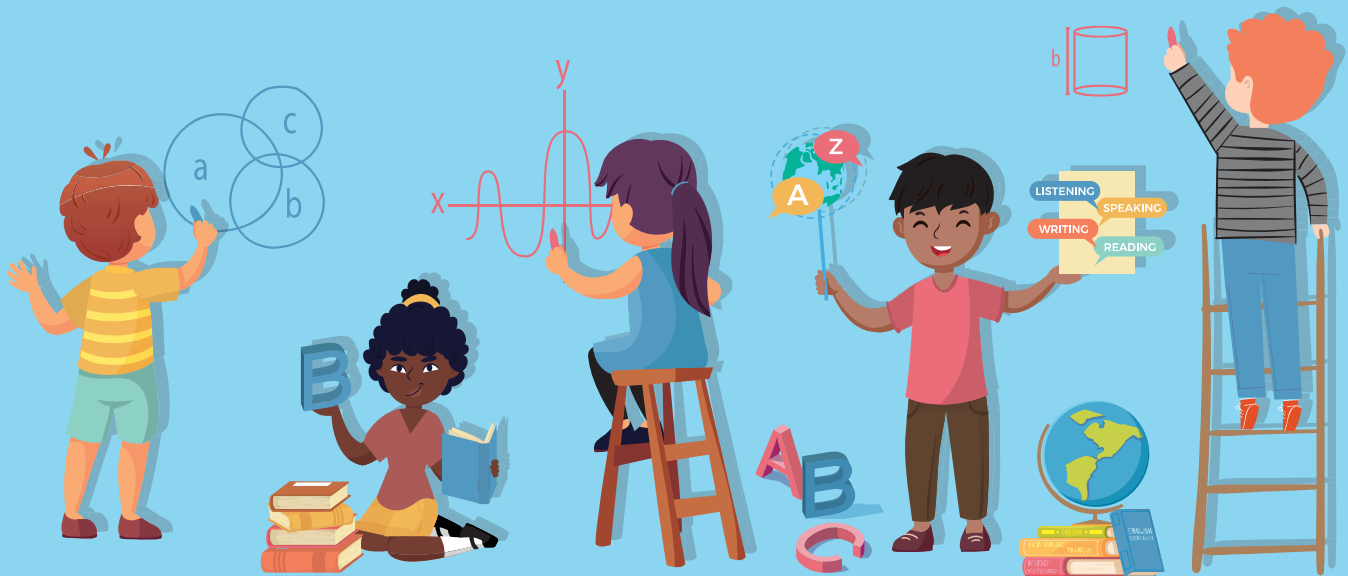
| Evaluation Matrix |   | Scale  |   |  |
|-------------------|---|--|---|--|
| Criteria          |   | 1  | 2   | 3  |
| 1                 | Word document table creation and file save                  | Can't do <b>any</b> of the following: 1. Use of hardware/ opens the computer; 2. Knows how to create a new word document in Word; 3. Knows how to create a table ; 4. Knows how to change the font ; 5. Knows how to change the font size ; 6. Knows how to turn a word in Bold; 7. Knows how to underline a word ; 8. Knows how to center the table in the page ; 9. Knows how to change the colour of a cell; 10. Knows how to save a file on desktop ; 11. Knows how to rename a file | Can do <b>4 or 5</b> of the following exercises: 1. Use of hardware/ opens the computer; 2. Knows how to create a new word document in Word; 3. Knows how to create a table ; 4. Knows how to change the font ; 5. Knows how to change the font size ; 6. Knows how to turn a word in Bold; 7. Knows how to underline a word ; 8. Knows how to center the table in the page ; 9. Knows how to change the colour of a cell; 10. Knows how to save a file on desktop ; 11. Knows how to rename a file | Can do <b>all</b> of the following exercises: 1. Use of hardware/ opens the computer; 2. Knows how to create a new word document in Word; 3. Knows how to create a table ; 4. Knows how to change the font ; 5. Knows how to change the font size ; 6. Knows how to turn a word in Bold; 7. Knows how to underline a word ; 8. Knows how to center the table in the page ; 9. Knows how to change the colour of a cell; 10. Knows how to save a file on desktop ; 11. Knows how to rename a file |
| 2                 | "Excel Cell references Pie chart creation "                 | Can't do <b>any</b> of the following: 1. Knows how to create a new excel book; 2. Types the information in the cells; 3. Uses cell references; 4. Creates a pie chart with the data; 5. Saves the file on desktop; 6. Renames the file   | Can do <b>three</b> of the following exercises: 1. Knows how to create a new excel book; 2. Types the information in the cells; 3. Uses cell references; 4. Creates a pie chart with the data; 5. Saves the file on desktop; 6. Renames the file  | Can <b>all</b> of the following exercises: 1. Knows how to create a new excel book; 2. Types the information in the cells; 3. Uses cell references; 4. Creates a pie chart with the data; 5. Saves the file on desktop; 6. Renames the file  |
| 3                 | "Internet browser Google Maps, Search, Taking a screenshot" | Can't do <b>any</b> of the following: 1. Knows how to open an Internet browser ;2. Knows how to navigate and find Google Map; 3. Knows how to navigate in Google Maps and find his/her hometown; 4. Knows how to take a screenshot on the computer and save the file ;5. Searches and finds the screenshot in the computer; 6. Renames the file of the screenshot  | Can do <b>three</b> of the following exercises: 1. Knows how to open an Internet browser ; 2. Knows how to navigate and find Google Map; 3. Knows how to navigate in Google Maps and find his/her hometown; 4. Knows how to take a screenshot on the computer and save the file ;5. Searches and finds the screenshot in the computer; 6. Renames the file of the screenshot  | Can do <b>all</b> of the following exercises: 1. Knows how to open an Internet browser ; 2. Knows how to navigate and find Google Map; 3. Knows how to navigate in Google Maps and find his/her hometown; 4. Knows how to take a screenshot on the computer and save the file ;5. Searches and finds the screenshot in the computer; 6. Renames the file of the screenshot   |



Foster Educational Inclusion  
of Newly Arrived Migrant Children



[www.feinamc.eu](http://www.feinamc.eu)



Co-Funded by  
the Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. [Project number: 621545-EPP-1-2020-1-ES-EPPKA3-IP1-SOC-IN]