



Erasmus+



IKY



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ
STATE SCHOLARSHIPS FOUNDATION

STAND UP! SPEAK OUT!



Erasmus+ project

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“Roadmap to building a caring and respectful school community”

How our school acts upon Learning Difficulties

Erasmus +
May of 2019



Learning Aspect

- The policy that the ministry of education upholds for public high schools is inclusive education.
- That means that students with Learning Difficulties attend lessons in the inclusive classroom for 4 hours per week (two for Greek language and two for Mathematics).
- The hours that the inclusive classes carry out are a small percentage of the total classes (4 of 31-32).

Learning Aspect

- The purpose of this system is not the division of the students in two categories (effective and ineffective), but the elimination of any lack of knowledge.
- The purpose is the boost of students' self-esteem ,as regards their skills, in such way that they can continue, later on, studying in their "normal" class, without any feelings of discrimination.

Learning Aspect

- Learning Difficulties are dealt individually for each student.
- At the same time, the teacher of the general class and the inclusive teacher cooperate using mini-sessions daily. They discuss curriculum matters and personal problems of each student.

Learning Aspect

- Finally, there is a huge effort encouraging parents, especially of students with Learning Difficulties, in order to communicate often with our school.
- In that way, social and learning issues are being discussed. Additionally, the exchange of information regarding the student makes our actions more effective.

Social Aspect

- Students with Learning Difficulties tend to be discriminated by their colleges or their teachers. Those students tend to seem different from others, due to their special learning needs.
- They are often considered as "slow minds", just because they might have slightly lower perceptive skills.
- If we don't want our students to discriminate each other. It is extremely important for the teacher to act upon each student equally.

Social Aspect

- The behavior of children is a reflection of the adults they associate with. All teachers are educated about learning difficulties, so they understand our "special" students and don't get frustrated with them.
- Also, students in our school are informed about the wound that is called "Bullying". We have many actions to that direction.

Social Aspect

- Firstly, we have every year the "Issues Week". We discuss social issues. For example, this year we talked about:
 - Heterogeneity of the sexes
 - Discrimination
 - Racism
 - Social equity-equality
 - Bullying in schools, and others.

Social Aspect

- At the same time, Erasmus+ program about bullying gave our students the opportunity to work on different substrates of bullying. They are doing quality research, using questionnaires, studying the matter using internet searching, and the record their results.
- The small movie they made boosted the impotence of the students. Acting put them in place of the bully or the victim.
- Working on bullying has as result the sensitization of students who now consider it as a personal matter.

Social Aspect

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- Students, themselves protect other students that might be vulnerable (due to the fact that they seem to be different from others).

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Concluding...

- All this effort is a tiny step. We have a lot of kilometers to march until we reach a holy target.

Having students

- ✓ that come to school with glee.
- ✓ that have a great time during school.
- ✓ that go back home feeling calm and free of any negative thoughts.