THE CLASSROOM ASSEMBLY

Tomorrow's democracy is prepared with democracy in school. An authoritarian regime in schools would not be able to form democratic citizens.
C. Freinet.

En este documento encontrarás:

1. **Introducción: ¿qué es una asamblea de aula?**
2. **Objetivos de las asambleas.**
3. **El contenido de la asamblea.**
   a. Tipos de temas
   b. Ejemplos de posibles temas a tratar.
4. **Desarrollo de la asamblea**
   a. Preparación previa
   b. Inicio
   c. Desarrollo
   d. Cierre
5. **La toma de decisiones: el consenso y la votación.**
6. **Registros.**
7. **Técnicas para facilitar la participación y la toma de decisiones colectivas**
   a. Técnicas para extraer ideas.
   b. Técnicas para tomar decisiones
   c. Técnicas para reflexionar, analizar, intercambiar opiniones.
8. **Criterios de evaluación.**
9. **El papel del profesorado durante la asamblea.**

INTRODUCTION: What is a classroom assembly?

An assembly is a face-to-face meeting of people in which there are equal opportunities to participate and in which a collective response is sought (agreements, actions, plans, knowledge).

Assemblies are a strategy or methodology that, within the pedagogical framework, encourages the participation of students around the different topics that are raised in it. In this sense, they improve coexistence and the sense of identity of the group, essential aspects so that, as a consequence, learning performance also improves. In addition, it teaches us to live in a democracy, learning to make decisions collectively and horizontally.

Therefore, they are essential to work on in tutorials but can also be a good tool to use in other subjects as a debate strategy, to promote deepening and argumentation on a topic or as a form of joint assessment at the end of a term of the subject.

In addition, it is a fundamental methodology for putting linguistic competence into practice, which must be approached from all disciplines. And within linguistic competence everything related to oral communication, which includes reception (active listening, phatic function, comprehension) and production (capacity for dialogue, argumentation, being able to express one's own ideas clearly, to refute, to accept the opinions of others, etc.). Therefore, participation should be encouraged as part of their training and evaluated to encourage their improvement.

OBJECTIVES OF THE ASSEMBLIES:

When we use the assembly on a regular basis, our students:

- ✓ Strengthen their skills for dialogue
- ✓ Develop leadership characteristics
- ✓ Improve their interpersonal relationships, decreasing conflicts
- ✓ They self-regulate for the fulfillment of the agreements and commitments they assume in the assembly
- ✓ They exercise themselves in debating and arguing fluently
- ✓ It increases their empathy and active listening skills.

THE CONTENT OF THE ASSEMBLY: Types and examples of topics

TYPES OF THEMES:

It is necessary to know this so that we are clear about the objectives that are pursued at each moment of the assembly, so that, for example, an informative moment, in which there is nothing to decide, does not give rise to an eternal debate or so that a moment whose objective is only to consult or reflect on an issue does not generate frustration because nothing has been decided (because the objective was not to reach any agreement).

Some types of moments are:

- **Informative**: Only information and a question time is held.
- **Consultative**: Opinions on a topic are collected, but they do not necessarily have to end in a decision.
- **Decision-maker:** In this case, a decision has to be made. Moderation should help to find consensus.
- **Training:** To be trained. This is where all the diversity of opinions fits best. Usually you don't need to agree.
- **Reflective:** To express reasoning and opinions about a topic.

EXAMPLES OF POSSIBLE TOPICS TO BE DISCUSSED:

- Routines:
    - See what day it is, what the weather is, who is missing counting those who are there and missing those who have not come, write a date (all this is physically materialized on a panel with velcro and removable pieces)

- Organization and planning of the day or week with visual cues.

- Songs and story readings.

- Mailboxes:
    - *Criticisms*: reasoned writings are introduced through which aspects that do not seem good to us are exposed.
        - About aspects that affect the collective (not about an interpersonal conflict with a person).
        - Not in a personal way (instead of "I criticize that Ismael hangs from trees", "I criticize that l@s niñ@s that they hang from the trees in the yard because...")
        - Always accompanied by an alternative proposal.
        - Never anonymously.

    - *Congratulations*: reasoned writings are introduced through which something that we liked is exposed and we congratulate the person responsible for it.

    - *Proposals:* ideas are introduced to improve life in the centre (fixing the taps, putting plants in the hall, going on a bike tour...).
        - Making a proposal in the suggestion box does not mean that it will surely be carried out. It will have to be analysed at the assembly to assess its possible viability. In other words, the suggestion box is not the wish box that grants all requests.
        - Never anonymously.

- Discussion on a topic:
    - Engage in thoughtful discussions about situations in their daily lives.
    - What's going on in the world?: debate on press reports.
    - Efemerids.
    - Discussion of moral dilemmas.

- Coexistence and conflict regulation:
    - Group cohesion dynamics.
    - Rules of coexistence in class and in the common areas of the school.
    - Analysis of conflicts that occur in the school and/or classroom.

- Problems of inequality: situations of inequality that have been observed at school or in society are shared with the aim of making these realities visible and seeking solutions.

- Organization of activities:

- Participation in the design and evaluation of school activities carried out throughout the school year.
- Choose topics for project-based work.
- Chamber of Delegates:
  - Prepare contributions for the House of Delegates.

- Evaluation of the quarter or preparation of evaluation meetings.

CONDUCT OF THE ASSEMBLY:

STRUCTURE OF THE CLASSROOM ASSEMBLY			
PREPARATION PRIOR	**BEGIN NING**	**DEVELOPMENT**	**CLOSIN G**
Elaboration of proposals for topics to be addressed	Classroom layout	Presentation of the theme	Reading of agreements
	Determining Roles	Round of Interventions	Unfinished business
	Reminder of rules of participation	Conclusions	Proposals and choice of topics for the next assembly
	Reading of Agreements The previous assembly	Decision-making	Participation Balance
	Preparation of the agenda: Presentation of the themes and objectives of the assembly.		Evaluation

PRE-PREPARATION:

How to draw up an agenda:

The matters that will be brought to the assembly must be matters of interest to them and of **a collective nature.**
Two mechanisms are usually used for this task:
  a) Place a poster on the wall of the classroom on which students can write down their proposals, with the title "Points for the next assembly".
  b) Enable a mailbox in which the topics to be discussed are entered in writing.
    a. Possible mailboxes: criticisms, congratulations and proposals.

The agenda will be drawn up by the delegate together with the teacher or tutor. They will be in charge of writing down the topics to be discussed based on the contributions made during the week. If the proposed topics to be addressed are numerous and diverse, topics will be selected and prioritized.

It is important to incorporate positive topics, not just talk about conflicts, because if this is the case, students can become demotivated. In this sense, you can propose talking about positive

behaviors that they have had, personally or collectively, or introduce a section of praise and praise.

Congratulations. This also helps to change the way we look at others by emphasizing the importance of the positive aspects of each one of them, the teaching staff, the institute,...

It should also be noted that the topics should address common issues, the assembly should not be used to deal with issues that affect only some people.

The assemblies are also good times to talk about the rules that govern the coexistence of our school and to ask the students for their opinion and proposals to later raise to the house of delegates or the School Council.

Sample agenda:

THEME	GUY	PROCEDURE	PRODUCT
Celebration of the Day of Nonviolence and Peace.	Informative	Presentation of information. Questions	Information Transmitted
Reasons to celebrate this day	Reflexive	Free debate	
Possible Topics for Project Work	Consultative	Technique : *Brainstorming*	Repertoire of ideas
Carnival costume	Decisive	Technique : *Rotary Paper*	Agreement Taken

BEGINNING:

1.   The <u>layout of the classroom</u>: It is necessary to sit in a circle and break with the structure of the classroom (creating an open space by moving the furniture aside or choosing an outdoor space).
The circular arrangement represents horizontality (avoiding situations of power or hierarchy), allows multidirectional communication that facilitates participation, avoids the creation of subgroups, etc.

2.   Choose <u>roles</u> (can be in list order or according to other criteria):

▪   **Responsible for the agenda:** This role will be held by the class delegate. It will be responsible for:
   ▪   Draw up the agenda (together with the tutor or teacher). PRIOR TO THE ASSEMBLY.
   ▪   Write the agenda on the board.
   ▪   Cross out the topics that are being discussed.

▪   **Responsible for the day** (Only in the infant stage): in charge of organizing routines (roll call, counting),

▪   **Moderator:** is in charge of giving the floor.
   ▪   You can do this by writing down the names of the people who have asked to speak on the board.
   ▪   It is important to prioritize the shifts of people who have not yet intervened in the assembly over those who have already done so.
   ▪   If the moderator wishes to participate, he/she must sign up for the floor.

▪   **Secretary:** His/her duties are:

- Recall the agreements of the previous assembly.
- Write the agreements in the logbook.
- Read the agreements at the end of the assembly.
- Post the agreements in a visible place in the classroom.

- **Content control:** Person in charge of cutting off interventions (intervening without asking for a turn to speak) when:
  - Someone goes off topic.
  - The agenda is skipped.
  - It makes a proposal that has nothing to do with the subject we are discussing.

- **External observers:**
  - They follow the order of the assembly attentively and take note of its development. They can be looked at in the following aspects:
    - Type of interventions.
    - Behavior.
    - The strengths and weaknesses that were recorded during the development of the assembly.
  - Observers can be proposed for different purposes according to the needs of the classroom and the assembly.
  - At the end they make a report to the whole assembly.

It is interesting that there is a record of the participation of each student, so that we can then reflect with them on how to regulate it, asking those who participate a lot and on all occasions to give space to others to participate as well and, on the contrary, encouraging those who have more difficulty expressing their opinions.

- Responsible for **the time** (controls the clock).
  - When there are specific times allocated to each topic.
  - When the time of each intervention is limited.

3. **The rules**. Establish or revise standards to "be able to speak and listen to each other well." Herself They suggest the following basic rules:
- Respect the opinion of others, even if we don't agree.
- Listen carefully without interrupting. Wait for the turn to speak.
- Speak respectfully without offending others.
- Focus on the topic at hand.
- It's not about beating the bell of convincing.
- Be seated properly (only in infants).

4. Recall **previous agreements**. The secretary will recall the agreements made during the previous meeting.

5. Write the agenda items _on the board**.** The delegate is in charge of writing them on the board and crossing out the ones we touch.

DEVELOPMENT:

6. The moderator raises the **first item on the agenda** (e.g., several people have said that there is a lot of insulting during recess lately, why does this happen, what can we do to solve it?) and opens the floor (writing on the board the names of the people who have raised their hands to ask for the floor).

Depending on the subject, different procedures can be done:
a) We listened to the different speeches and came to an agreement.
b) Use a technique that facilitates participation. For example: a space for reflection is opened as follows:
   - Personal reflection. Give students 1-2 minutes of silence to think about the issue individually.
   - Dialogue in pairs. Conduct the discussion in pairs for about 5-10 minutes. Walk between couples to facilitate the discussion of the less communicative.
   - Group-wide analysis. Invite several pairs of students to share their ideas with the rest of the group; allow reactions to these ideas; pose questions to advance the debate; If it is appropriate to reach an agreement, it should include: actions, how to carry them out and follow-up.

7. An agreement is made :
   - In order to reach agreements, consensus will be prioritized over voting. In consensus, everyone makes concessions for the benefit of all members of the group.
   - The secretary will write down the agreement taken in the minutes.

to. It will continue with the **Next item on the agenda** and so on.

CLOSING:

8. The secretary reads **all the agreements adopted** and those who are responsible for carrying them out. The agreements adopted will be written on the class board so that they can be seen during the week and reviewed at the next assembly.

9. **The points that have not been dealt with** in order to discuss them at the next assembly will be noted.

10. And in order for us to learn and refine our assembly, external observers take **stock of participation**. A proposal for this would be to staple to each minutes a document with the following information:

PARTICIPATION BALANCE:

STUDENT NAMES	NUMBER OF TIMES HE PARTICIPATES

Brief general assessment of the participation:	

BEHAVIOURAL ASSESSMENT:

Check the appropriate box:

		ALWAYS	ALMOST ALWAYS	SOME TIMES	NEVER
We've listened to each other					
We have respected the time to speak					
We have respected the opinion of others					
We have spoken respectfully					
The roles have served their purpose	Responsible for the agenda				
	Moderator				
	Secretary				
	Content control				
	External observer				

11. Other possibilities:
- Final round of brief remarks.
- Highlight points of interest: "Has anyone said something interesting even though you don't think the same thing?" Give students time to think and then share it.
- Learning: "Think of something you learned at today's convention."
- Questions: "Do you have any questions left about today's topic?"
- Sentence Complete: Invite students to complete these types of sentences "now, When the assembly is over, I think, I feel, or I hope."
- Future Topics: Suggest topics for the next assembly.
- Evaluation: What did you like about today's assembly, what made today's assembly a good debate, what can we do better or differently next time?

DECISION MAKING: Consensus and voting.

In order to reach agreements, consensus will be prioritized over voting. In consensus, everyone makes concessions for the benefit of all members of the group.

But **what is consensus?**tags. Consensus is not unanimity. It does not imply that we have to be 100% in agreement with the proposal. Consensus is the result of a collective enrichment of one (or several) initial proposal that reasonably satisfies all the people involved.

When reaching consensus, when necessary:
- The procedure to be carried out must be clearly defined (in general, it is better to have a time for proposals, a time for discussion and a time for decision).
- Proposals should be noted.

- It has to synthesize proposals in search of consensus. On issues that are not important, it can be equally valid with a majority of people.
- Once consensus has been reached, what has been agreed must be summarised, checking that everyone understands and approves of it.

RECORDS:

It is important to draw up a **calendar of assemblies** and try to comply with it so that they do not become sporadic, as they lose all their effectiveness. Throughout the course there are many events that alter or make it difficult to meet the schedule in a systematic way. In those cases, we can look for other moments.

It is proposed to have in each classroom an **Assembly Notebook** that will consist of:

a) Calendar of Assemblies.
b) Distribution of roles
c) Agenda of each assembly.
d) Agreements.
e) Registration of participation.

Each meeting will be recorded as follows:

DATE: ASSEMBLY NO.:		SUBJECT:	
ROLES			
▪ **Responsible for the agenda:** ▪ **Moderator:** ▪ **Secretary:** ▪ **Content control:** ▪ **External observers:** ▪ **Responsible for the time:**			
AGENDA			
THEME	GUY	PROCEDURE	PRODUCT
AGREEMENTS			

PROPOSALS

ACUERDOS

PUNTOS PARA LA PRÓXIMA ASAMBLEA

In addition, the agreements will be hung on a piece of paper on the cork in the classroom.

At the end of each term and within the tutors' meetings, an assessment of the functioning of the assemblies in each group will be made

TECHNIQUES to facilitate participation and collective decision-making

TECHNIQUES FOR REFLECTING, ANALYZING, EXCHANGING OPINIONS:

● **SILENCES:** Silences of a couple of minutes before starting an open debate so that tod@s can think about what they want to say and it is easier for there to be many interventions.

● **Whispers:** Small conversations between 2 or 3 before starting a discussion in plenary that favor previous ideas and less embarrassment to talk.

● **FORMATION OF DISCUSSION GROUPS:** In the case, for example, that there are several things to discuss.

● **SWOT**: Analysis of weaknesses, threats, strengths, and opportunities of a topic.

● **PERIPATETIC:** On a subject, you walk and talk to the people you come across. For example, each person has a question and interacts with the rest of the people about it.

● **PATIO DE VECIN@S:** Participants are placed on two wheels, one inside and one outside. They rotate and you have brief conversations with the person on the other wheel that touches you.

TECHNIQUES FOR EXTRACTING IDEAS:

● **BRAINSTORMING:** First, leave a few minutes for individual reflection. Ideas are said in order. Each one is written on the board or on a post-it note. They can be written randomly or classified, always without evaluating or discussing them.

● **CASCADING BRAINSTORMING:** You take one of the proposals from the previous brainstorm and do another brainstorm on top of it.

● **GOOGLESTORMING.** Use Google or another search engine to find ideas that help solve the problem we want to work on; Very interesting solutions are usually found from other centres.

● **TECHNIQUE 635:** 6 people (variable depending on the number of participants), 3 ideas and 5 minutes. Individually, each person writes down three ideas, the sheet is passed to the partner, who must read the previous ones and add another three and so on.

● **PHILIPS 66:** groups of 6 people discussing a topic for 6 minutes and coming to a conclusion. A sharing takes place in a large group.

● **CARD RAIN:** Several posters are placed around the room with a question on each poster. Ideas for each question are pasted on post-it notes, grouping them by affinity or relationship.

● **CAFÉ DEL MUNDO:** Several themes are placed throughout the space. In each one there is a moderator and a role. Participants move through the topics at the pace and with the duration they want. There doesn't have to be the same number of people in each group, nor does everyone have to go through all the groups. It can be used to contribute ideas to each topic.

DECISION TECHNIQUES:

● **METAPLAN:** Each person has a certain number of gomets. They have to stick to the ideas obtained from the previous brainstorming that each person considers the most important or main ones. At the end of the technique, you will have a visual image of which idea or ideas are most popular.
Another option is for each person to have several green gums and one red gomet. The green ones will be placed in the proposals that you want to go ahead, the red ones will be placed in some proposal that you don't want to go ahead. In this way we ensure that the options chosen achieve a broad consensus if none is chosen that someone totally rejects.

● **ROTATING PAPER**: A person writes a proposal on a piece of paper, passes it on to the next person, who must vote on that proposal or write a new one. Once the round is over, a second round is held again in which each person can only adhere to the proposals already written but not propose more. It's an easy way to make decisions quickly.

● **SNOWBALL:**
   - Each person chooses 3 proposals from those that have come out of the brainstorming.
   - With the colleague next to him/her, negotiate a list of three proposals (they must choose between the 3 proposals of each one so that in the end there are only 3 and not 6).
   - The same procedure is repeated between two couples (3 topics are negotiated).

- If it is a very large group, a representative is chosen from each group of 8 and another day they meet and make the decision.

EVALUATION CRITERIA:

- Active participation in the assembly.
- The use of progressively expanded vocabulary.
- The use of social language.
- The incorporation of the rules of participation into the routines and habits of coexistence.
- Assimilation of norms
- The feeling of belonging to the group.
- Consensus and group decision-making skills.
- The ability to listen and respond with respect.
- The processes of self-concept development.
- Oral expression through dialogue and exposition.
- Attention and comprehension of messages from others.
- The structuring of oral and written texts.

ROLE OF THE TEACHER DURING THE ASSEMBLY:

Always remember that the assembly belongs to the students and the teacher facilitates its development, not monopolizes it.

The main function of teachers is to **provide communication guidelines**:
- **Suggest to students that** they do not repeat what someone else has said, recommending that they give new contributions.
- **Ask questions** about the topics that provoke reflection.
- **Redirect** the assemblies to decision-making or the establishment of conclusions.
- **Avoid,** if dealing with a conflict, that it is approached from recrimination or criticism.
- **Direct** criticism towards constructive solutions.
- **Review** the fulfillment of responsibilities and help them in their fulfillment

SOURCES CONSULTED:

Books:
- Fernando Cembranos and José Ángel Medina. *Smart groups. Theory and practice of teamwork.*
- Ecologists in Action. *Guide to Conducting Assemblies*.

Websites:
https://orientasare.wikispaces.com/file/view/La+asamblea+de+aula.pdf
http://investiguemosjuntos.blogspot.com.es/p/la-asamblea-en-la.html
http://blog.smconectados.com/2013/10/31/la-asamblea-en-la-escuela/

ANNEXES:

MINUTES OF CLASSROOM ASSEMBLIES

DATE:

ASSEMBLY Nº: **SUBJECT:**

ROLES	
▪ **Responsible for the agenda:**	▪ **Content control:**
▪ **Moderator:**	▪ **External observers:**
▪ **Secretary:**	▪ **Responsible for the time:**

AGENDA	
THEME	**Bookmark topics covered**

PROPOSALS AND AGREEMENTS

PROPOSALS:

AGREEMENTS:

TOPICS FOR THE NEXT ASSEMBLY

ASSESSMENT OF THE ASSEMBLY

PARTICIPATION BALANCE:

STUDENT NAMES	NUMBER OF TIMES HE PARTICIPATES

Brief general assessment of the participation:

BEHAVIOURAL ASSESSMENT:

Check the appropriate box:

	ALWAYS	ALMOST	RARELY	NEVER

		ALWAYS		
Have we listened to each other?				
Have we respected the speaking time?				

Have we respected the opinion of others?					
Have the roles served their purpose?	Responsible for the agenda				
	Moderator				
	Secretary				
	Content control				
	External observer				

Project

Young Researchers

4 ESO and Baccalaureate _

Academic year 2023-2024

1   An abstract is an abbreviated, oblivious and precise representation of the content of a document or resource, without or without critical interpretation or express mention of the author of the abstract. It is recommended that the second language be English.

Index

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INTRODUCTION

The research work is a project to be developed during 4 ESO or baccalaureate. This work can be framed within a subject or it can be interdisciplinary. It is directed by a teacher-tutor. It is presented in written and oral form. As a general rule, it is an individual work, except in cases where it is necessary to carry out group work due to the dynamics of the research.

It is evaluated taking into account the student's performance during the completion of the work, the written report and the oral presentation. To carry out the research work, it is advisable to apply a systematic working method. Before starting the work, it is necessary to decide what orientation you want to give it and what the scope of the research will be. The methodology and processing of information are different depending on the type of work: scientific, technological, statistical, artistic, literary, historical, etc.

OBJECTIVES OF THE PROJECT

The main objective of this project is to encourage students from 4 ESO and Baccalaureate to carry out a research project. The aim of this work is to:

1. To complete the training of students through the application of new learning strategies, which lead to new content.

2. To verify that other transversal objectives of ESO and Baccalaureate have been achieved.

Through the completion of the work, the following skills are developed:

1. Be able to conduct research on a topic of personal interest, in a limited time and with consistency and depth.

2. Put into practice the knowledge acquired in the different subjects of ESO and Baccalaureate in relation to research methodology.

3. Apply the appropriate research methodology to the objectives set and select and process the appropriate sources of information and documentation.

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4. Work autonomously, show initiative and creativity, critical sense and awareness of the ethical dimension of processes.

5. Use ICT during the research process, information processing, analysis and final presentation of results.

6. Communicate orally and in writing the main ideas with coherence, cohesion and linguistic and stylistic correctness according to formal criteria for the presentation of the work.

Finally, it should be noted that the completion of this work has a direct effect on the students' grades due to the positive assessment of their research and the effort made.

WORK

ELABORATION AND PRESENTATION CRITERIA

1. The research work can preferably be done individually, in pairs or at most in a group of three people.

2. The presentation of the research work consists of a report written on numbered DIN A4 sheets and bound and printed on both sides.

  ➢ Font and extension :
    ▪ the letter of the body of the research paper will be **Arial of 12 points**, with line spacing of 1.5.
    ▪ Headings _ titles of chapters or sections will be Arial of 16 points.
    ▪ For the footnotes and footnotes the size will be 10 points.
  ➢ Margins and paragraphs :
    ▪ The margins, both the top and bottom and the sides, should be 3 cm.
    ▪ Margins cannot be served by writing footnotes.
    ▪ Paragraphs should begin with _ without indentation and with a space between them.

3. All works must include:
o Beginning:
  ▪ Cover
    • Title

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- Subtitle
- Authors
- Tutor of the work
- IES Sculptor logo in Francesc Badia de Foios

- Cover. It must cover a full page (the first page of the report) and must contain the following information:
  - Title
  - Subtitle
  - Authors
  - Tutor of the work
  - Department where the thesis is defended
  - Presentation Date
  - IES Escultor logo in Francesc Badia.

  - Resumen documental [1] :
    - In two languages, one of them different from the one used in the thesis.
    - Maximum recommended length : 150 words

  - Index. The relationship of all parts of the report (the introduction, the titles of the core of the report, the conclusions and recommendations, the bibliography, and the titles of the annexes) to the number of the page on which they appear

- Body:
  - **Introduction** [2] . The motivation of the research and the objectives of the work are exposed, the relationship with other previous works, the academic or historical circumstances that have favored it and the methodology used. It is not a chapter of the report and should not include details about the investigation, what has been done, the results or conclusions.

  - **Core of the report** [3] . It contains information, divided into chapters, on the working methods followed, the laws applied, the calculations made, the descriptions and drawings of the results obtained, and the interpretation and analysis of the results.
    - Chapters can be divided into sections and subsections, each with the seat heading and numbered appropriately.

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- **Conclusions** . They need to be a clear account of the deductions drawn from the research. They may include quantitative results.

- **List of documentary references** . It is a list of all the sources consulted (encyclopedias, books, magazines, articles, videos, CD-ROMs, websites...) on which the work is based. In the core of the paper, reference should be made to this list when any of these sources are cited. It is always necessary to know the proper way to respect copyright, how to properly cite the sources consulted and the ethical use of the information obtained.

➢ Final:
- **Appendices** . They are used for presenting:
  o Material that cannot be included in the core of the report due to its dimensions (plans, diagrams, drawings...) or by its very nature (DVD videos, CD-ROMs, etc.).
  o Supplementary material (full details of applied procedures, mathematical demonstrations, illustrations and tables) that at the core of the report would alter the logical and orderly presentation of the work.

4. Length: It will be a maximum of 80 pages, including annexes. Remember to include only the most important of the work in a synthesized way.

5. Manual of Style :
   o The register used will be the learned and specific standard according to the subject I am dealing with, except for quotations and reproductions in direct style, in which the language and register used by the documentary source must be respected.
   o Written submissions must be submitted on a computer and with 1.5 line spacing.

   o The numbering of the sections will be done according to the decimal system of the corpus of the work, and with Roman numerals the appendices.
   o The list of documentary references will be sorted alphabetically by the author's surname. All sources consulted (encyclopedias, books, magazines, articles, videos, websites, etc.) must be included.

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ORAL PRESENTATION

The student must make an oral presentation of his/her work before the corresponding board.

In this statement, you must demonstrate that you are fully aware of all the parts of your report, the entire process of preparation and that you have properly reached the conclusions you reach. In addition, the linguistic register used must be cultured.

The student will be supported by a digital presentation projected on a screen.

About the guidelines for submission:

1. Preparation

• First of all, an outline should be drawn up that contains the basic points of the presentation in the form of titles. This outline should serve as a guide at the time of exposure.

• The exposition should consist of three parts: introduction, core and conclusion.

    o Introduction :

        ▪ Reason for the exhibition.

        ▪ What's the theme.

        ▪ Interest of the topic.

    o Core :

        ▪ Explanation of the various pieces of information or ideas.

        ▪ Argumentation of what is asserted.

        ▪ Examples (illustrations, graphs, anecdotes...).

    The conclusion:

        ▪ Synthesis of the main ideas that can be deduced from the exhibition.

        ▪ What does the topic suggest?

        • Rehearse the presentation aloud, memorize the structure and general development of the intervention and check that the duration does not exceed the time available.

2. Realization

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- The oral presentation should be made without reading and with the help of a digital presentation projected on a screen.

- The presentation should be clear, interesting and concise.

- When making the presentation, you must be convincing.

3. Keep in mind

- Make eye contact.

- Speak slowly, fluently, naturally and with a clear and audible tone of voice.

- Stick to the theme as much as possible without falling into repetition.

TUTORING

TUTOR SELECTION/ASSIGNMENT

Students will go to the teacher they consider can tutor, already explaining the topic on

the one who wants to develop the work. If agreed, they must inform the coordinator.

BASIC DUTIES OF THE TUTOR

The basic missions of the tutor of the research work are the following:

- Help to specify the research topic from your initial choice.

- Provide guidance on the feasibility of carrying out the work.

- Inform about the most appropriate resources.

- Advise on problems that arise.

- Carry out a formative evaluation that allows for a timely reorientation of the development of the

work.

TUTOR FOLLOW-UP

The tutor must follow up on the schedule established by the student, guiding him/her with short and long-term objectives.

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TUTOR ASSESSMENT [4]

The evaluation of the tutor should be based on follow-up, as it is established how this is carried out.

EVALUATION

The evaluation includes three aspects:

1. Evaluation of the written report:

• It accounts for 40% of the final grade.

• It is a numerical grade, assessed by the board, which will have the report (including annexes) at least one week before the oral presentation. Each member of the board will specify a grade, and the average will be calculated.

• At this point, the following points are assessed:

to. Formal aspect: presentation, correctness, clarity, register used, order, etc.

b. Content: logical ordering of contents, ability to synthesize, conclusions, etc.

2. Evaluation of the entire elaboration process closely controlled by the tutor;

• Accounts for 30% of the final grade;

• It is a numerical grade, assessed by the tutor once the entire evaluation process has been completed (after the oral presentation).

• It is the tutor's assessment of the process of preparation and monitoring of the work. All aspects of the process must be included from the beginning of the work.

3. Evaluation of the oral presentation.

• It accounts for 30% of the final grade.

• It is a numerical grade, assessed by the board, which will have the report (including annexes) at least one week before the oral presentation. Each member of the board will specify a grade, and the average will be calculated.

• The registration used and the mastery of the work will be valued. Evaluation criteria.

To be taken into account by the tutor and the members of the board:

1. Show initiative in the formulation of questions, hypotheses and objectives of the work.

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2. Show responsibility, perseverance and regularity in the process of carrying out the work.

3. Rigorously plan and time the work in accordance with the objectives set.

4. Apply the appropriate research methodology to the objectives of the work, face the problems generated during the research process and have the ability to redirect the strategies.

5. Correctly select the sources of information, showing the ability to access diverse and contrasted sources, manage information and apply rigorously, critically and objectively methods of data analysis and interpretation.

6. Write a well-structured report with formal rigour, where the main ideas are presented with coherence, cohesion and the ability to synthesize.

7. Draw the conclusions of the research in a personal way and critically evaluate one's own work.

8. Express themselves orally and in writing with grammatical and stylistic correctness, mastering specific technical vocabulary.

9. Present the results of the research orally in an orderly, clear and concise manner.

10. Use ICT during the research process and presentation of results.

COMPOSITION OF THE PANEL

The teachers who are part of the teaching team of Baccalaureate and 4 ESO of the IES La Garrigosa de Meliana, so that it is an independent tribunal that does not know the students, taking into account that they must be made up of:

• Two teachers from the same or appropriate area.

• A teacher from another area.

• A student (different, if possible, for each assignment, and as "objective" as possible).

- The composition of the panels will be displayed on the notice boards in the staff room and in the student classrooms.

- The exhibition schedule will be posted on the bulletin boards in the staff room and student classrooms with enough time. Each exposure cannot last more than **30 minutes.**

- Final grades for assignments will be posted unofficially on the classroom bulletin board

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SCORE ON BACCALAUREATE AND ESO

The grade affects the average grade seconds these equivalences :

ASSESSMENT OF THE COURT	IMPACT ON THE FINAL GRADE OF THE COURSE
5 or 6	Up to 5 tenths
8	Up to 6 tenths
8	Up to 7 tenths
9	Up to 9 tenths
10	Up to 1 point

TIMING

Research can be carried out over 1 or 2 years. The experience of other centres indicates that most of the research begins when the students begin the first year of Baccalaureate and are exposed when the students are already in the second year.

We propose a rough schedule for a period of one year and for a period of two years.

Planning for a Course	
September/October	Topic and tutor selection
October	Meeting of departments, assignment and publication of tutors.
October/ November	Work planning, methodology and schedule.
December/ January	Development of the research .
February	Delivery of the draft to the tutor.
Early March	Review by the tutor, advising on possible changes.
March	Final Wording

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April	Delivery of the report and the final report to the Secretariat.
Penultimate week of April	Publication of the Courts.
End of April	Assessment of the report by the professors of the panel.
First week of May	Oral presentation of the work (Non-teaching hours)
Second week of May	Publication of grades

Planning for two courses	
September/October	Topic and tutor selection
October	Meeting of departments, assignment and publication of tutors.
October/December	Work planning, methodology and schedule.
January/September	Development of the research .
End of September	Delivery of the draft to the tutor.
End of October	Review by the tutor, advising on possible changes.
November	Final Wording
Early December	Delivery of the report and the final report to the Secretariat.
First week of December	Publication of the Courts.
Second week of December	Assessment of the report by the professors of the panel.
Last week of December	Oral presentation of the work (Non-teaching hours)
Last week of December	Publication of grades

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ANNEX I. HOW TO DEVELOP THE WORK

To develop the research work correctly, it is necessary to apply a systematic working method and follow the different stages step by step.

HOW TO CHOOSE THE THEME

When choosing the topic of the research work, the following factors should be taken into account:

- The relationship of the topic to :

    o The modality of the baccalaureate itself.

    o Personal interests or hobbies.

    o The immediate environment: school, neighborhood, municipality...

- The level of development of the research must be adequate with one's own capacity and preparation.

- The balance between the time commitment and the complexity of the topic: research should be limited to a single question (who, what, when, how, why).

- The approach to work as a question to be investigated. You have to narrow down the questions you want to answer, ask yourself some unknown aspect about the topic of the work and try to answer it through research.

- Existing sources of information and ease of access. Before deciding, it is advisable to do a preliminary search to ensure the viability of the work.

- The materials and resources available to carry out the work (apparatus and instruments necessary for research, experimentation, production and presentation of the report, etc.).

RESEARCH PLANNING [5]

In order to plan the development of the research work, it is advisable to prepare a

Timetable in which the following must be indicated:

- The tasks (search and processing of information, synthesis, evaluation and writing of the report) to be carried out in the order in which they should be done. _

- Scheduling visits, interviews, surveys, etc. to be performed.

- The desired time period for each of these tasks.

- The list of material and equipment needed to carry out the tasks, the permits needed to use facilities

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(laboratories, computer room, library, etc.)

SEARCHING FOR INFORMATION

Depending on the type of research, one or the other or several are used in combination. The most common are:

- Socio-cultural observation. It is best suited for studying social and/or cultural behaviors or events. Tools such as interviews, questionnaires, surveys or observation records are used to collect information.

- Artistic or architectural observation of one's design or installation. It is the appropriate search technique for analyzing, interpreting and evaluating an artistic or architectural work, an object, a machine or an installation. It is advisable to prepare a follow-up sheet that includes the functional, aesthetic or semiotic aspects to be considered of the element under study.

- Bibliographic and documentary search. It is the location of information contained in books, magazines, newspapers, archives, written documents or with images in different media (conventional, ICT, AVM...). It is a technique that is used in the conduct of all research work.

- Consultation of historical sources. Search for various materials (written, visual or oral) in archives, libraries or through people to obtain information about historical events and about the causes that produced them.

- Internet search. It is the exploration of resources on any topic through the Internet through a search engine.

- Experimental search. It is the technique of collecting information that must be used in the performance of an experimental work. You have to study which variables intervene in the process, which of the variables you are interested in investigating (dependent variable) and design an experiment to control the variation and dependence of these variables.

In all cases, it is important to have diversified and contrasted sources of information and to assess their quality and reliability

INFORMATION PROCESSING

The information obtained must be processed to generate knowledge. First of all, it is necessary to organize and classify the information by means of cards, tables or databases. Secondly, it is necessary to analyze, contrast and interpret the information by applying the techniques and concepts of each discipline.

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CONTINUOUS EVALUATION [6]

As the research develops, it is advisable to make a continuous assessment of the work and the results that are being achieved, evaluating one's own organizational capacity, that of what is available for the various phases and activities, the choice of questions and the choice of variables, the forecast of materials and facilities that will be used, the preparation of the necessary materials, the scheduling of visits, the problems in carrying out the research, the work dynamics and cooperation with colleagues, the relationship with the tutor, with the people surveyed, etc. In other words, it is necessary to assess the progress of the work in stages and globally, what has been done and how it has been done and what remains to be done.

Preparing and using follow-up sheets or checklists can be a good help. The results of this self-assessment are necessary to complete the conclusions and recommendations sections of the report or, where appropriate, to rethink the work strategies.

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ANNEX II. APPROACH AND STRUCTURE OF RESEARCH [7]

THE METHOD

Method, from the Greek meta odos, means a path oriented in one direction, and it is proper to roads that lead those who travel them to some place, but this is only possible to the extent that the roads are public, passable, in principle, by all.

The method can be understood, from this image, as the requirement that the path made personally be practicable by others, by anyone else. At the level of the baccalaureate and 4 ESO, a methodical search must guarantee the minimum of objectivity and rigor desirable. The method must allow us to define a starting point and an end point, and it must guarantee that the path taken is practicable by others, that is, that others can travel it behind us and can assess the interest of the route and the results obtained.

By method, then, we do not mean a set of mechanical techniques that assure us of the truth, but the global effort to design, fine-tune and apply rigorous devices for analysis, explanation and understanding of reality. An effort aimed at making the results of our work transferable and acceptable to others. The requirement of method, in short, is what leads the researcher to make an effort to clarify intentions, points of view and spontaneous procedures, subjecting them to processes of control and refinement that confer validity in three basic senses:

- Value of the chosen topic: interest or relevance of what has been chosen to be researched.

- Internal validity: logical and methodological coherence, argumentative soundness and reasonableness of the work.

- External validity: adequacy of the results, i.e., the results obtained are transferable to a wider domain.

THE PROBLEM AND OBJECTIVES OF AN INQUIRY

Detecting an interesting problem and formulating it is the first step of all research. We all know from experience that in the choice of research topic the success or failure of the work is often already implicit, and that we can only hope to find something if we have some more or less clear idea of what we are looking for. Normally, one starts from a more or less vague subject that arouses a certain personal interest, then efforts should be directed to the clarification of these spontaneous intentions, to assess their possibilities and to give them the proper form of a scientific investigation. A good way

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to start is to state your research project or topic in the form of a question.

This central question should express as accurately as possible what it is that we want to know, explain or understand, and should serve as the guiding thread of the research. The essential thing is not to find the definitive question, surely during the course of the research we will have to redo it, but to have a guide that focuses the efforts and that gives unity to the work.

Knowing how to formulate as a question what worries us or what we want to know - precisely because we ignore it - is not easy at all. Although it may seem trivial, a good scientific question is one that is susceptible to an answer, that is, that is approachable. Here are the criteria that can guide the choice and formulation of a good question:

- Relevance: it must express a genuine problem, that is, a significant problem (which has a scientific, historical, social, cultural or intellectual interest in general) and which is capable of being addressed in a scientific way, and this essentially means that it must admit of concrete and objective answers.

- Clarity: it must be precise, not vague, and it must be well delimited in such a way as to avoid dispersion.

- Feasibility: it must be adapted to the measure of the student's intellectual abilities and possibilities (mode of study, knowledge of foreign languages, statistics...) as well as to their degree of maturity and autonomy.

- Realism: it must be proportionate to personal, material and technical resources (availability of time, proximity and accessibility of information sources, costs,...).

Once the general problem has been formulated, it is necessary to specify it in a series of more specific objectives to be achieved. The student should be able to specify the three or four aspects that interest him and into which the problem he proposes to address can be broken down. Obviously, each of them should also meet the criteria of clarity, feasibility and realism to which we referred earlier. Just as the problem is expressed linguistically in the form of a question, the objectives of an investigation can be expressed in the form of sentences that begin with infinitive verbs: to know, to know, to understand, to analyze, to inform, to search, or similar.

THE METHODOLOGICAL STRATEGY

Designing a methodological strategy consists of developing a specific way of approaching a problem, a concrete research plan that allows us to answer the question initially asked. Initially it is the problem that has been chosen that should guide the choice of strategy, we must know where we want to go and then decide the way. Designing a methodological strategy always requires working simultaneously on two fronts that the student should learn to distinguish:

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- Become familiar with the theoretical elements: theories, concepts, hypotheses or models of analysis that should guide us and indicate where we should look for the answers to our question, what is the pertinent information and how to interpret it.

- Become familiar with the technical elements: sources of information and techniques for collecting and processing information.

This should be true both for those projects that include fieldwork, i.e. techniques for generating or obtaining new data, and for those that work with existing information (texts, artistic works, documents, etc.), because, in any case, a selection and emptying of the relevant information and a processing of this information according to certain procedures is required.

The application of the chosen methodological strategy is properly the realization of the research work. This means that it will determine the nature, scope, and meaning of all the work. The same topic can be approached from different methodological approaches and the result obtained in each case is also different. Especially in the field of social sciences and humanities, we have very varied methodological strategies, consequently, it will be necessary to take care to make a global, coherent and appropriate design for each case.

THE THEORETICAL FRAMEWORK

Develop a theoretical framework, i.e., read and organize the bibliographic reference material on the subject to be studied (books, specialized journals, etc.). It is an approach to the bibliography that should allow the student to situate themselves in the subject and handle the fundamental concepts that will allow them to later interpret the data.

It is not that the student has to read a lot of specialized bibliography – which he often cannot understand and would only be able to copy literally – but a set of essential minimum readings, which allow him to acquire the basic knowledge to move in that field he wants to investigate and know in what direction he can find the answers.

In the social sciences, our cultural background can be an obstacle to scientific work because we always know a lot about what we want to study. But many of these ideas are spontaneous beliefs or based on preconceived notions and prejudices. Working on this basis would be like trying to build on sand. The work of theoretical clarification must begin with the revision and rupture with these prejudices and false evidences that create in us the illusion that we already understand things because we already have the necessary conceptual instruments.

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COLLECTION AND PROCESSING OF INFORMATION

From the very moment of the first planning of a project, it would be necessary for the student to face the basic question of thinking about what types of information he needs to address the problem, where he will get this information from and what treatment he will do. _ Obviously during the course of the work this will be modified according to the reality and the difficulties encountered, but it is essential to consider it from the beginning, among other reasons, because this is where the procedures and techniques that the student will have to put into play and in whose application he will be evaluated are determined.

   - Sources of information :

      • texts (literary, historical, philosophical...),

      •Artwork

      • documents (archives, periodicals, etc.),

      • daily newspapers,

      • internet,

      •Interviews

      •surveys

      •observation

      •experiment

      •other...

      •

   - Processing of information:

      • statistical processing,

      • classification or typology,

      • comparative treatment,

      • formulation/testing of explanatory hypotheses or

      Interpretative

      • biographical reconstruction or reconstruction of a historical event,

      • characterization of a group, institution, style, or social movement,

      •other..

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EVALUATION OF RESULTS AND CONCLUSIONS

When we evaluate the results obtained in a research, we are in fact evaluating the effectiveness of the methodological strategy we have followed. Thus, according to each methodological strategy, the conclusions can have a much different character: confirmation or refutation of a hypothesis, reconstruction of a historical fact, basic features of a biography ,... And the fact is that what we have to admit as the conclusion of an investigation depends absolutely on what we have proposed.

The conclusions have the character of a summary or synthesis of results in which it is expected that what has been done and how far it has been reached will be synthetically exposed, but it is also necessary to make an assessment of the research process itself and analyze the causes of the successes, failures and limitations. What is fundamental in the conclusions, then, is that they include the objectives that have been proposed at the beginning, explaining to what extent they have been achieved and why, and explaining how it has been possible to respond to the problem that was posed. It would also be desirable to go a little further than the mere objective presentation of results, to enter the realm of personal reflection on the practical consequences or on possible general implications and extrapolations of the results obtained. In this case, it is essential to make it clear that these are precisely personal considerations that do not follow directly from the results of the research.

These are some of the questions that may guide the drafting of the conclusions section:

• Compilation and synthetic presentation of the results obtained.

• Assessment of results: why is what has been found or achieved important or significant?

• Assessment of the methodological strategy: has it been possible to satisfactorily answer the initial question in full or in part? Have the proposed objectives been achieved? How far has it come and why?

• Obstacles and problems that may have arisen during the investigation, how they have influenced and how they have been tried to be resolved.

• Foresight: how could research be continued or redone to improve or move it forward?

• Personal assessment of the entire research process and what has happened next. Possible extrapolations of the results in other areas, practical consequences, etc., clearly explicit if these are personal conclusions that are not directly derived from the results of the work.

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ANNEX III. ORAL PRESENTATION

To make a good oral presentation of the research work it is necessary to:

-Plan the presentation.

▪ The exposition should be clear and rigorous and should synthesize all the work. It should not be done only a reading of the conclusions. Care should also be taken to ensure that the exhibition remains dynamic and comprehensible.

▪ You have to think about what technical means you can use (computer, projector, Internet connection, etc.).

▪ Assess well the distribution of the presentation in the time available.

▪ Prepare a follow-up sheet for the presentation.

-Prepare the presentation.

▪ The exposition should have three parts: introduction, core and conclusions just like the body of the report.

▪ Identify and organize key points.

▪ Develop transitions between key points.

▪ Choose the most appropriate examples and incidents to clarify the presentation and make it enjoyable.

▪ Prepare a schematic script of the presentation with the key points of the work and examples that can be used during the presentation.

▪ Prepare visual information to illustrate key points. If you have the means, you can prepare a presentation for computer.

- Practice presentation

▪ Memorize the structure and overall development of your intervention.

▪ Rehearse out loud and check that the duration of the intervention does not exceed the time available.

▪ Ensure that the supporting material is clear, varied and illustrative.

- During the presentation

▪ Make eye contact.

▪ Speak slowly, clearly, naturally and with an audible tone of voice.

▪ Show relaxed and convinced of the interest of the work.

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▪ Consult the script, if applicable, during the presentation.

▪ Focus on the fundamentals and present the conclusion convincingly.

ANNEX IV. TYPES OF WORK

The most appropriate procedures for conducting research in baccalaureate and 4 ESO should priori-tize the work with documents and primary sources, they should be procedures as concrete and opera-tive as possible, which do not presuppose the knowledge of excessive cultural, contextual and acade-mic references by the students and procedures that allow the student's work to be objectified to the maximum in order to avoid danger, always present, of purely bibliographical works. At the end of the day, the most remarkable thing is that the student does his modest and small research in a specific field, that he discovers archives, libraries, newspaper archives, interviews, documents, texts, statisti-cal data, etc., and that he learns the necessary procedures to extract the necessary information or to generate and treat it with the rigor required of all intellectual work. It is for all these reasons that we propose the following typology of research papers based on methodological criteria:

TYPE OF RESEARCH	METHODOLOGICAL STRATEGY
Descriptive and cataloguing work	Collection, analysis, and classification or sor-ting of a significant and significant amount of data
Explanatory works	Formulation or consideration of explanatory or interpretative hypotheses, evaluation and tes-ting
Comparative Work	Elaboration and application of comparison cri-teria between two or more elements
Case Study: -Biographical Case Study - Case study of a social group or institution - Genealogy and family memory	Discovery and comprehension of particular.

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Footer:

1. It's already in all of them
2. A juustification may be included
3. Some of the recommended sections : Review of the literature , Research questions , General objectives ,
Specific object Research design Techniques and instruments Planning and implementation of fieldwork , Analytical strategy , Ethical aspects ...

4. Follow-up can be carried out with control sheets with:
• date of the interview,
• work status,
• short-term goals,
• long-term goals,

• Tutor's observations.

5. Se recommends a Gantt chart. It is a work planning tool, as it presents all the activities to be carried out and when they should be carried out, and allows you to have an idea of how the project is progressing and if it is necessary to reschedule the planned actions to adapt the project to the new environment or needs.

6. A checklist helps ensure consistency and completeness in the completion of a task. A simple example would be a to-do list. A more complex example would be a schedule, where the tasks to be performed are detailed depending on the schedule, the day, or other factors.

7. This annex is based on the methodological tools developed by Professor Albert Piñero.

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PROGRAMME OF ATTENTION TO NEWLY ARRIVED STUDENTS

Faculty involved:

Rafael Julián (Department of Valencian)

Sandra Pau (Department of Valencian)

Rhut Garcia (Department of Spanish)

Inma Mollar (Department of Classics)

Coordinator: Sandra Pau

1. EARLY SITUATION

The attention program for newly arrived students of the IES Escultor En Francesc Badia was born with the aim of helping students, who do not know one or both co-official and vehicular languages of the center, to reach the level of sufficient language that allows them to relate to the rest of their classmates, and integrate into the life of the institute and be able to follow with guarantees of success the different areas of the curriculum that are conveyed in Valencian and Spanish.

Currently, we have 26 newly arrived students in total, that is, those who were schooled last year (22-23) and those who have joined our center during this academic year (23-24). They are mostly students who come from South American countries and therefore already master Spanish, although there is also a small group of students who come from other countries such as Romania, Ukraine or Lithuania.

2. OBJECTIVES

The main objective of the program is to help students who do not know one or both co-official and vehicular languages of the center to reach the sufficient level of language that allows them to:

1. interact with the rest of the classmates and integrate into the life of the center

2. To be able to follow with guarantees of success the different areas of the curriculum that are conveyed in Valencian and Spanish.

Therefore, it is intended that students acquire a basic communicative competence as soon as possible that allows them to achieve the objectives set. We understand basic communicative competence as a level of language that is closest to the Threshold Level defined by the Council of Europe.

In other words, a degree of knowledge of a language that allows you to communicate effectively and develop in everyday situations, describe experiences, events, projects or desires, briefly justify opinions and understand or produce simple and coherent texts on familiar topics.

3. PERFORMANCES

We understand that in order to give an adequate response to newly arrived students, it is not enough to act on the students. It is necessary to take action on the different elements involved in the educational process: families, students and teachers.

3.1. ABOUT FAMILIES

3.1.1. Enrolment

The enrolment process is handled by the centre's secretary, always in contact with the management team and the programme coordinator.

3.1.2. Information for families (see annex)

Students are given an information sheet for the family about the language program, which they will attend, written in several languages to facilitate understanding. In addition, the coordinator or tutor will meet with the family in person to facilitate their integration. The following topics are covered:

- ☐ Valencian education system

- ☐ Operation of the center

- ☐ Complementary services

- ☐ Complementary and extracurricular activities

- ☐ Timetables

- ☐ School year calendar

- ☐ Curricular materials

- ☐ Family communication systems: Family website, Telegram

- ☐ Other (please indicate which):

We collect, if necessary, complementary or pending documentation and make a visit showing all the facilities of the institute: playgrounds, gym, canteen, corridors, classrooms, etc., and we take the opportunity to help the new student of the center orient themselves.

3.1.3. Information collection

The initial interview itself should also serve to gather information about the student:

A. PERSONAL DATA: Name and surname, country of origin, date of birth, educational level, date of arrival, address, language or languages, etc.

B. FAMILY DATA: Name and surname of the father/guardian/legal representative, family situation, siblings, etc.

C. ACADEMIC DATA: Academic history, schooling, etc.

D. HEALTH DATA: medical report, health conditions requiring healthcare, prescription of medications during school hours, etc.

E. OBSERVATIONS

We also take the opportunity to specify the day and time of the student's incorporation into the center and we are informed who will receive and accompany him or her to the classroom. Everything is recorded, filed and the tutor is informed.

3.1.4. Informative evaluation documents

The program is aimed at students newly incorporated into the center and who do not know one or both official languages of the Valencian Community that are vehicular languages of the educational system. The objectives of the program are:

1. To provide intensive learning of these languages in order to acquire communicative competence that allows them to follow the different areas taught in Catalan and Spanish.
2. Facilitate the integration of newly arrived students into the centre

The program is organized into different groups according to the age and mastery of the students' languages. Participation is temporary until the student can follow the different subjects with guarantees. The attached evaluation report corresponds to the Reception Classroom, not to the ordinary classroom.

As another part of the evaluation detailed in section 3.2.6, in addition to reports 1 (quarterly evaluation report) and 2 (notes in ITACA), families are also sent a quarterly report of the reception classroom, together with the report card. The report corresponds to the work done in the Reception Classroom, not in the ordinary classroom. To avoid confusion, the report is accompanied by an information sheet with the following text:

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The text is written in different languages, Valencian, Spanish, English and French. We are perfectly aware that the families of the students of the Welcome Room do not understand Valencian, but the first version on the sheet is always in this language. This aims not to communicate, to transmit information, but to highlight the presence of Valencian in a bilingual society and give it the prestige that corresponds to it as its own and co-official language and avoid erroneous visions of our multicultural society.

3.2. ABOUT STUDENTS

3.2.1. Actions in the reference group

Once the coordinator has passed on the information to the tutor, she informs the group of the arrival of the new classmate. It is pending for the next academic year to prepare activities that facilitate the incorporation into the classroom of newly arrived students in the first days.

3.2.2. Organization of groups

Initial proposal:

The initial treatment will be done in Valencian (level 0) for the following reasons:

1. In the center there are several curricular areas taught in that language

2. Starting with the minority language facilitates the transfer of the communication skills acquired in that language to the dominant language, attending to the greatest exposure and motivation.

The group must have a ratio of 5/7 students.

Two levels are established (0 and 1), but during this course it is decided to mix the levels in the different groups to facilitate the elaboration of the students' schedules.

We have 9 hours per week in total to teach Catalan and Spanish classes, and 4 teachers, who have two hours in their schedule, except the professor of the Department of Spanish, who has three. Finally, seeing the needs of the students, it was decided to allocate 7 hours to teaching Catalan and 2 hours to Spanish.

The criterion followed to decide the hours that will go to the reception classroom is the lack of knowledge of one or both official languages, so, on the one hand, four hours a week will be allocated for students who do not know both languages

official and, on the other hand, two hours a week for students who do not know only Valencian.

In any case, the members who teach Catalan and Spanish meet periodically, assess the progress of the students and decide if they can reduce the hours of attendance in the reception classroom or if it is time to leave it permanently.

In addition, the criterion used to decide the subjects from which they will emerge is that they are neither Spanish nor Valencian, in case the student does not know these two languages.

During this course the newcomers program is taught by two professors from the Department of Valencia, a professor from the Department of Spanish and a professor from the Department of Classics. (see annex)

3.2.3. Teachings

The main objective of the program is to help students achieve a sufficient level of language that allows them to interact with the rest of their classmates and to be able to follow the different areas of the curriculum with guarantees of success. That is, to acquire a basic communicative competence as close as possible to the threshold level. The threshold level is the minimum level that a learner of a new language must have, which will allow them to interact with their classmates and access the contents of the subjects. It is this interaction that makes it easier for them to continue advancing in the acquisition of this new language.

In level 0, comprehension and oral expression skills are worked almost exclusively, incidentally, especially in the productions, which allows us to continue advancing through the self-reflection of the productions themselves (Krashen monitor).

To define the threshold level of Valencian, we have started from the Programming for students of late incorporation made from the Threshold Level of the Council of Europe made by the Valencian Education Service of the Conselleria d'Educació.

The contents worked, always starting from the threshold level adapted for Valencian, can be consulted in the programming of each group and level. As an example a sample at each of the levels and groups:

3.2.6. Evaluation

The evaluation of the students who participate in the Welcome Room is done as follows and from three different aspects:

1.- Quarterly evaluation report of all students who are receiving language support within

the Reception Plan.

2.-Notes of the different subjects in ITACA (the note will be decided with the teacher of the subject from which it leaves some hour)

3.- Report of the Welcome Room for families 1.-

Quarterly evaluation report (see annexes)

The teachers of the different groups of the Plan will write another individual report according to the contents worked on in the classroom (Valencian, Spanish and Scientific Area) for the families.

3.2.7 Pedagogical proposal and classroom programming

The didactic programme of the linguistic programme for newly arrived students is included in the pedagogical proposal of the Valencian and Spanish departments.

4. REGULATIONS

RESOLUTION of July 12, 2022, of the regional secretary for Education and Vocational Training, approving the instructions for the organization and operation of the centers that teach Compulsory Secondary Education and Baccalaureate during the 2022 - 2023 academic year.

RESOLUTION of June 5, 2018, of the Ministry of Education, Research, Culture and Sport, which dictates instructions and guidelines to act in the reception of newly arrived students, especially the displaced one, in the educational centers of the Valencian Community. [2018/5664]

ORDER 20/2019, of April 30, of the Department of Education, Research, Culture and Sport, which regulates the organization of the educational response for the inclusion of students in educational centers supported with public funds of the Valencian educational system.

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INSTRUCTIONS of July 16, 2019, from the Regional Secretariat for Education and Vocational Training establishing guidelines for various related aspects that are incorporated into the Spanish education system from foreign-owned centers or educational systems in other countries.

I.ANNEXOS

INFORMATION FOR FAMILIES OF NEWLY ARRIVED STUDENTS

Dear Families,
We would like to inform you that your child attends classes for newly arrived students to achieve the necessary language skills in both official languages. At the time of evaluation of each term, attendance at these classes will be positively taken into account and a report with the student's progress will be attached.

Dear Families,
We would like to inform you that your child attends classes for newly arrived students in order to achieve the necessary language skills in the two official languages. At the time of the evaluation of each term, attendance at these classes will be positively taken into account and a report with the student's progress will be attached.

Dear Families,
we would like to inform you that your child attends classes for newly arrived students in order to achieve the necessary language skills in the two official languages. At the time of the assessment of each term, attendance at these classes will be positively taken into account and a report with the student's progress will be attached.

Dear Families,
We would like to inform you that your child is taking courses for newly arrived students to acquire the necessary language skills in both official languages. At the time of the evaluation of each term, attendance at these courses will be taken into account positively and a report with the student's progress will be attached.

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LABELFRANCEDUCATION

EVALUATION REPORT FOR NEWLY ARRIVED STUDENTS

The student _____
has attended the classes of the Welcome Room during this first evaluation
to achieve the basic competences in
_____.

Assessment of the student's progress in these classes:

Assistance	Always	Sometimes	Never
Attitude and participation	Very good to improve	Correct	Has
Daily work	Always Works	Sometimes	Not
Degree of achievement of the contents oral worked	Tall	Medium	Low
Degree of achievement of the contents Writings worked	Tall	Medium	Low

Observations:

PEER-TO-PEER TUTORING

The TEI are tools to accompany students in 1st ESO to facilitate their integration into the institute, hand in hand with students in 3rd ESO, who perform the functions of "older siblings".

It is about forming pairs or teams with an older student, and one or more from 1st ESO, so that the younger ones have a reference person in the center, an equal, who already knows the institute and can help them adapt to a larger center and with different dynamics to those of primary school.

1st day: instead of taking a guided tour of the center, we have prepared a gymkhana to reconnoiter the space. We will make teams made up of 3rd and 1st year students, and they will have to solve a series of questions by "investigating" in different spaces of the center.

1. The students of 1ESO go to the poster of their group on the columns of the courtyard.

2. The 1ESO tutors explain to them that, to welcome them to the centre, the 3ESO students will act as older "siblings" and, there, they will guide them to solve a series of questions in teams. The goal is to have fun and get to know the school and the colleagues a little.

3. The students of 3ESO, helped by their tutors and reinforcement teachers, will look for the students of 1ESO assigned to them and the teams will be formed. (All faculty will have the lists.)

4. Each team will have a sheet with the gymnastics questions. The game consists of moving through the different spaces of the center finding the answers to the questions. (We'll print the questions in a different order so they don't all go in the same place at the same time.)

5. The last question is to find the list of the class and its tutor. Afterwards, they will go up to the classrooms to make presentations, schedules, etc.

During the first trimester we will propose different recreational activities to make it easier for couples to get to know each other and create a bond (Halloween decoration, making Christmas cards...). The main objective is that 3rd year students feel that it is important for the coexistence and proper functioning of the school and that 1st year students feel a little more accompanied during the transition to secondary school.

The functions of the 3rd year students are very simple, it is about, in the playgrounds or corridors, meeting their 1st ESO tutors and asking them how everything is going, if they need help with anything, see if they are integrated in the playground, playing, etc. And if they detect any problem, they can let their tutors know why they transfer it to the coexistence faculty and we look for the appropriate solutions.

Curricular Diversification Program

Measures to reduce school failure

School failure rates are a worrying aspect of ours. In many cases, they are the result of bad behaviour in the classroom and, in the vast majority, these behaviours are caused by the curricular gap with respect to the ordinary curriculum of a certain part of the student body. This causes them a great lack of motivation in class and, therefore, they get bored and end up adopting behaviors that alter coexistence. In the best of cases, the student isolates himself at the back of the class and goes unnoticed. If they adopt this behavior, many members of the school are satisfied with the situation, since they can attend to the rest of the students and, in this way, unleash the needs of this type of student with disruptive behaviors that are usually increased with that educational response. Many measures to reduce school failure are already underway and appear in the SWOT or are part of our school philosophy. In order not to be redundant, we will add a few more, divided into two aspects: one, oriented to the administration, which obviously does not depend on us, and another oriented towards the own resources and the organization of the center.

PROPOSAL TO THE EDUCATIONAL ADMINISTRATION

• Incorporation of social educators and staff with training in psychology into the center. Nowadays the presence of these specialists is essential, the presence of two counselors is no longer enough to meet the needs of our students, since the effects of confinement, social networks, family problems, the economic situation of families, etc. altered mood in our students that affects their academic performance.

• Reinforcement of guidance departments. There is a need to increase the staffing of these departments due to an increase in specific educational needs and to help reduce school failure. We want to demand the consolidation of the second educational guidance position in the school.

• Elimination of prefabricated classrooms. We currently have three prefabricated classrooms that need to be replaced by new spaces adapted to the needs of the center. The construction of new classrooms, or failing that, the provision of spaces now in disuse (for example, the janitor's house) as spaces for teaching is a priority.

• Reduction of the ratio per classroom. Reducing the number of pupils within different groups has proven to be the most effective measure to combat school failure. We ask the administrations for a reduced ratio per classroom that is favourable to the development of the teaching task.

CENTRE-SPECIFIC PROPOSALS

• Strengthen coexistence. In the previous point we have already talked about how to improve coexistence in the school with various actions within the Coexistence Plan. We consider the improvement of coexistence as a fundamental aspect to reduce school failure.

• Reinforcement of tutorial action. We need coordinated tutorial action through tutor meetings and with the involvement and participation of the management team and the guidance department. We consider tutor meetings to be a key to promoting tutorial action, so we want to promote this space with greater participation, coordination and supervision of the degree of compliance.

• Reinforcement of diversity programmes. Both in general measures and in specific measures. This takes the form of the implementation of a reinforcement programme (currently non-existent) for students with educational needs, as well as a psycho-pedagogical assessment of students who need it to determine their needs or the implementation of complementary educational measures for students with pending subjects or who repeat a year.

• Innovation plans. Those that are currently being developed should be strengthened and more teachers should be involved in this regard to create new projects related, for example, to ICT.

• Multi-level programming in the didactic programs of all departments. With this measure, we will respond to the most advanced students, to those who are at the corresponding level and to those who, for different reasons, are behind in their curriculum.

• New innovative methodologies useful for addressing student diversity, prioritizing the incorporation of ICT into classroom dynamics.

• Evaluation as a key factor. We will rely on the latest and most innovative methodologies. We are committed to a continuous, formative and integrative assessment that takes into account the adaptations and personalisations made with students with specific educational support needs and, if they do not have it, in the Personalised Action Plan.

• Diversity of assessment tools. They will be adapted to the different learning situations that allow the objective assessment of all students, thus guaranteeing that the conditions for carrying out the processes associated with the assessment are adopted for students with NEAE/NESE.

• Improvement of the transfer of information for all NEAE students who come from primary schools and communication with families.

• PAF where there is teacher training in NEAE, since this training is directly related to the reduction of school failure as it allows an adequate educational intervention to be carried out to meet the needs of students who present or may present difficulties.

• A GPA for inclusion. Reception of foreign students who do not know both official languages,
Especially Valencian, as we receive a lot of students from Latin America. Within the hours of PAM we will allocate some to teachers of the language departments to teach the languages to newly arrived students who do not master them sufficiently.

Educational inclusion
Educational inclusion must be a fundamental pillar on which the school's educational response must be based. For this reason, and taking into account current legislation relating to attention to diversity, our school philosophy and the availability of personal and material resources, we will respond to the specific educational needs of students, always taking into account their circumstances and their different learning paces. This will be a difficult objective to agree on, since that a large part of the faculty is still very much anchored in "traditional" methodologies.

The measures adopted must be part of the JEP and must be aimed at allowing the development of all the skills provided for by the students and the achievement of the objectives of ESO and Basic Vocational Training. The school, therefore, will favour the application of relevant applications and will provide the necessary measures and supports so that students with specific educational support needs

to be able to complete their studies successfully. Likewise, the most appropriate measures will be established.

to ensure that the conditions for carrying out the evaluations are adapted to the

needs of these students, based on competencies rather than

the contents, as established by current regulations on inclusion. In addition

The school will provide an answer so that all students can combine their studies

with the status of elite athlete, conservatory or dance.

Educational inclusion, therefore, will be an essential part of the process of improving the quality of education.

quality of education and it will be guaranteed that it is a right of the student body and a guarantee of the quality of education.

comprehensive, egalitarian and non-discriminatory education.

MEDIATION AND COEXISTENCE

IES Escultor Francesc Badia
School Course: 2023-2024

1. INTRODUCTION

All the actions planned in equality and coexistence are reflected in the Equality and Coexistence Plan (PIC) where the set of actions, procedures and actions that allow the achievement of the democratic and inclusive values established in the Educational Project of the school of which it is part appear.

The main objective of these actions is the promotion of equality, co-education, respect for sexual, gender and family diversity, coexistence, conflict prevention and the management or peaceful resolution of conflicts, paying special attention to gender-based violence, equality in diversity and non-discrimination. attending to and respecting the circumstances, conditions and personal characteristics of the students.

In the case of our centre in particular, actions in equality and coexistence are essential given a special incidence in negative cases of collusion that we have been observing for years. This conflict would be related to different factors such as the excessive number of students we have (about 800 students for a center built for about 400), the lack of space and the accumulation of students in the different spaces of the center, a unstructured family environment, in the case of some families and the organization of the center itself and teacher training. that it needs to improve in order to be able to deal with this situation.

At the same time, the diversity of students we have is also a factor that explains the need to serve these students in the best possible way, which is why the Equality and Coexistence Plan includes all the actions planned to attend to this increasingly diverse student body with specific needs.

2. COMPOSITION OF THE EQUALITY AND COEXISTENCE COMMISSION

The Action Plan of the Commission for Equality and Coexistence is the responsibility of all members of the educational community within the scope of their competences, with the aim of resolving the different day-to-day conflicts in the school. Although, specifically and during the 2023-2024 academic year, the committee will be made up of the following people, who will meet weekly within the meeting time they will have in their schedule.

The purpose of this commission is to ensure the correct implementation of the Coexistence and Equality Plan.

TEACHING STAFF	CHARGE
Rosario Merino	Director
Salvador Tamarit	Head of Studies
Raquel Domingo	Deputy director
Maribel Agustí	Secretariat
Manuel Serrano	Equality, Coexistence and Mediation Coordinator
Amparo Gasent	Equality, Peer Tutoring and Emotional Support Coordinator
Clara Hernandez	Guidance Department
Pau Carrión	Guidance Department
Carolina Garcia	Coordinator of ESO
Sandra Pau	Coordinator of affective tutoring
Carolina Giménez	English Department
Xelo Biendicho	Coordinator of individual follow-ups
Ruben Bazan	Department of Economics
Isolina Garcia	Coordinator of the review of the incident reports

3.   P PARTICIPATION OF THE EDUCATIONAL COMMUNITY IN THE COEXISTENCE OF THE SCHOOL

The participation of the different elements of the educational community, such as families or students, within some representative bodies or direct tasks of the school, is a very interesting aspect within the promotion of coexistence.

Within these representation strategies, we can highlight the **assembly of delegates,** as a participatory and dialogue space that aims to give voice to the concerns and needs of the school's students. Also the creation of a **group of student mediators**, previously trained in mediation, since it has been shown that mediation between equals, that is, using students

within this procedure, is much more effective than that developed by the teachers themselves.

Finally **, the student assistant in the classroom assemblies.** Classroom assemblies make it possible to address problems and concerns that directly affect the group or classroom with a participatory approach and within a climate of respect and serenity. The student assistants within this practice constitute another mode of participation, in this case within the classroom.

We believe that the participation of students, families and other external agents within the organisational charts of representation, decision-making and school tasks, is part of the learning process of our students and consolidates their formation as people, as well as uniting the school, since participation fosters motivation and involvement. This participation is specified in the following lines of action:

School Board	It is the highest consultative and participatory body, made up of all members of the educational community.
AFA	The AFA (Association of Students' Families) is the space for the families of the school, this institution promotes and participates in different activities of the center.
Local Institutions	The participation of local institutions or entities and organisations close to the centre is another important aspect that should be strengthened and promoted.
Classroom Assemblies	The implementation of classroom assemblies in the first of these is one of the main objectives to be achieved as a space for student participation.
Assembly of Delegates	A space for participation that gives students a voice in their needs through the figure of the delegate gathered in assembly.
Student mediators	One of the priorities for this 23-24 school year is the training of a body of student mediators, so that these student volunteers can participate directly in these mediation tasks.
Peer Mentoring	Peer tutoring is also a program to be implemented during the current

	school year. The participation of students in this program is a new way of involving students in the proper functioning of the school.

4. P LANIFICATION OF ACTIONS IN COEXISTENCE AND EQUALITY

Actions aimed at the recognition and inclusion of women and their cultural and scientific production within the programming of each subject.

Within the actions of the Tutorial Action Plan and within the activities that are outlined in each subject, we find dynamics that aim to value the work of women in the scientific and academic fields. Some of the campaigns to highlight are:

- Biographical infographics on women in science
- Promotion of the reading of works written by women within the "Reading Challenge"
- Tutorials to make visible the role of women on 8M.

Actions to prevent gender-based violence

Gender-based violence is a scourge of our society. The work of education in equality and non-violence must be done from all areas. In the center, the tutorials carry out an awareness-raising task that is also completed with the reflection that is carried out from any subject in education in values.

Every year, throughout the month of November and on the occasion of the Day against Gender Violence, students receive talks on this topic. Also during the Tutoring hours we carry out visibility and awareness campaigns. As usual in our educational work, the work of the City Council is fundamental, which guides our actions. Every 25N students of our school participate in the Town Hall in the actions of vindication of this day.

Actions to promote sexual, family and gender identity diversity

The Ministry of Education, Research, Culture and Sport, through the publication of this Sex Education Guide, Our *Bodies, Our Rights,* wants to fill an unjustified gap in the curricula and promote affective-sexual education for young people and adolescents. The resource, which is part of the inclusive school model that the ministry is promoting, aims to promote the physical and emotional health of students and egalitarian relationships based on respect.

In addition, the objectives of the Sexual and Reproductive Health Strategy of the Valencian Community 2017-2021 (ESSR), which recognises sexual health as a fundamental right, which seeks to reduce inequalities between women and men, and which promotes the effective development of sexual and reproductive rights, were further promoted in the field of education. as well as respect for sexual, gender, functional and cultural diversity.

Actions to reduce school absenteeism

The people who are in charge of studies are responsible for monitoring absenteeism. They are responsible for establishing the procedure for evaluating student absences and are responsible for planning all actions.

In situations of school absenteeism, the involvement of all the people who make up the educational community is necessary, who will act in accordance with their functions and areas of competence.

Self-Harm and Suicidal Behaviors

In our school we have been detecting more and more cases of self-harm among our students for some years now. Also, fortunately not so numerous, students with suicidal behaviors.

These situations are considered a public health problem of the first order, recognized as such by the World Health Organization (WHO), and therefore require joint and effective action by the entire educational community.

In order to organize and systematize actions in the school environment, we will apply the instruction of June 9, 2021, of the Director General of Educational Inclusion, for intervention in self-harm and suicide behaviors.

Protocol for the reception of newly arrived students

The reception process begins with the preparation of reception actions before joining the school, has a variable duration according to the particular situation in which the student finds himself or herself and ends when he or she has developed the basic competencies and skills (linguistic and psychosocial) that should allow him or her to be in a position to achieve the objective of participating fully in the life of the school. The actions envisaged in this protocol will be incorporated or may already be incorporated into the PEC (educational project of the centre).

Accompaniment protocol to guarantee identity.

The right to equality and non-discrimination are basic principles of human rights, enshrined in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights treaties. Thus, article 1 of the Universal Declaration of Human Rights states that all human beings are born free and equal in dignity and rights. The equality and non-discrimination provided for in international human rights law must be guaranteed to all persons, regardless of their personal, physical, functional, origin, sexual or gender diversity,

or any other status.

Bullying and cyberbullying.

Bullying is understood as the psychological, verbal or physical abuse suffered by a student in the school environment, derived from personal factors (physical, psychological, sexual orientation or identity) or collective factors (ethnic factors, social group, religious) repeatedly and over a certain period of time.

Within the different types of harassment and their manifestations, experts have developed a new concept of harassment, which uses electronic means and is called cyberbullying. This conduct is defined as peer harassment in the ICT environment and includes blackmail, harassment and insults among students. It involves the dissemination of harmful or defamatory information in electronic form.

Behaviors that disrupt coexistence.

The disruption of coexistence in schools is one of the main problems that must be addressed in an educational center. In our school, this problem is perhaps one of the most important, given the weekly and daily incidents that we can see in recent years and that generate problems in the daily functioning of the school, discomfort among a significant part of the student body and difficulties among the teaching staff when it comes to carrying out the teaching task. To deal with this problem, we follow the action protocol developed by the Ministry.

Gender-based violence.

Gender-based violence is a social problem that we also find in schools. Our obligation is to identify and act in situations of gender-based violence to protect our students. The Ministry of Education, as in the previous cases, also has a protocol for action in these situations.

Conflict Resolution.

Conflict resolution through dialogue is one of the main actions that are developed in coexistence through a fundamental tool today in schools, mediation.

Mediation in our center is developed by a group of teachers with training and experience in mediation, coordinated by the mediation coordinator. In addition, this school year we have a group of 6 student mediators who have completed a training course and are in a position to resolve conflicts.

1

Àrea 1 CDD. Compromís professional

Digital reception plan for newly arrived staff

GENERALITAT VALENCIANA
Conselleria d'Educació,
Cultura i Esport

cefire

Digital reception plan for newly arrived staff

Aimed at:

Students, teachers and families.

Objective:

Prepare a document for newly arrived staff to provide all the information about the communication tools within the center's Communication Plan .

Resource description:

This is a document with guidelines for developing a digital welcome document within the Communication Plan to deliver to newly arrived teachers, students and families.

Digital reception plan for newly arrived staff

Digital reception plan for newly arrived staff

1. Introduction and justification

This document is a Digital Reception Plan that would be included in the school's Communication Plan. It is based on the appropriate and coherent use of digital technologies that the Educational Administration makes available to us, in order to establish external and internal channels of communication between the different members of the educational community. It is intended to obtain a document to deliver to newly arrived teachers, students and families in order to have, at a glance, the form of communication in the center.

2. General information about the centre

In this article, we will attach general information about the center: educational stages taught, units, number of teachers, students, PASS.

We will also attach information on coordinations, commissions, positions (organization chart). It is also recommended, if any, to attach the contact details and name of the person occupying them.

3. Who is it for?

The Welcome Plan tries to incorporate and achieve the adaptation of all students, teachers and families who arrive at the school for the first time. In this case, the document will provide information on communication tools for the entire educational community.

This is a living document under constant review, available for consultation digitally.

4. Previous actions

In order to make this reception effective, it is recommended to carry out training actions that are foreseen in the Communication Plan and that directly affect the reception in communication between the agents foreseen in the previous section (teachers, students and families):

Actions	✔️	❌
To the Cloister		
Ithaca	✔️	
Classrooms	✔️	
Email	✔️	
To families		
Family website (how to register, make inquiries, communicate with teachers)	✔️	
To students		
Family website (how to register, make inquiries, communicate with teachers). Students of legal age.		❌
Classrooms	✔️	
Digital identity (consultation of the ID, reset password, rules of use,...)	✔️	
Teams	✔️	

5. Communication tools used in the centre

Tools for teachers for communication with:

1. **Regional Ministry**

   - [OVIDOC:](#) Virtual Teacher 's Office with information, procedures and communication with the Administration.
   - [GvaSAI:](#) IT Support and Assistance for the resolution of incidents or requests related to ICT.

2. **Educational centre staff**

   - Claustre

     1. [Corporate mail:](#) Communications between the faculty through Digital Identity.

     2. [MsTeams:](#) Communications between teachers through teams, channels and/or chats.

     3. [Calendar:](#) Calls for meetings, senates, etc.

     4. Classrooms: Communications between teachers from the same work team (messaging, forum, dialogue and queries).

     5. Telephone number of the center.

3. **Families**

   - [PortalEdu:](#) Web portal of the center where teachers can publish posts, as well as, in the future, host information on their personal blog.
   - [MsTeams:](#) Virtual meetings.
   - [Ítaca - Family Web: C](#)ommunications between teachers and families or those responsible for students.
   - Telephone number of the center.

4. **Students**

   - [PortalEdu:](#) Web portal of the center where teachers can publish posts, as well as, in the future, host information on

their personal blog.

- **MsTeams**: Communications between teachers and students through class teams. Videoconference.

- **Ítaca - Web Familia**: Communications between teachers andstudents of legal age.

- **Classrooms**: Communications between teachers and students,   through private messaging, forum, dialogue and consultations.

- **Corporate email**: Communications with students through Digital Identities.

- Telephone number of the center.

Tools for students to communicate with:

1. Educational centre staff

- Professors

    1. Corporate email: Communications between students and teachers through Digital Identity.

    2. **Ítaca - Web Familia**: Communications between teachers and students of legal age.

    3. **MsTeams:** Communications between teachers through teams, channels and/or chats and different groups of students.

    4. **Calendar**: Calls for meetings, tutorials.

    5. **Classrooms:** Communications between teachers and students (messaging, forum, dialogue and queries).

    6. **PortalEdu**: Web portal of the center where teachers can publish posts, as well as, in the future, host information on their personal blog where students can comment on publications, debate, comment ...

    7. Telephone number of the center.

2. Other students

- **PortalEdu**: Web portal of the center where teachers can publish posts, as well as, in the future, host information on their personal blog and receive comments from classmates.

- **MsTeams**: Communications between students through   class teams . Videoconference.

- Classrooms: Communications between studedents, through   private administration, forum, dialogue and consultations.

■ ‗Corporate email: Communications with students through Digital Identities.

Tools for families for communication with:

1. **Ministry:**

   ■ [Procedure Z]: ApplicationGeneral application for initiation and processing of procedures of the Ministry of Education, Culture and Sport. (Procedure that will be used when there is no specific one in the Electronic Office of the Generalitat).

2. **Educational centre staff**

   ■ Professors

      o [Ítaca - Web Familia]: Communications between teachers and students of legal age.

      o Telephone number of the center.

The Digital **Reception Plan for newly arrived staff** resource has been created by :

Team of the Digital Educational Plan.

Subdirectorate General for Teacher Training. Regional

Secretariat for Education and Vocational Training Regional

Ministry of Education, Culture and Sport.

Support material for schools in the Valencian Community.

PDE | Pla Digital Educatiu

1 Àrea 1 CDD. Compromís professional

School communication plan

School communication plan

Aimed at:

All schools.

Objective:

Create a model of Communication Plan of an educational center.

Resource description:

This document is a Communication Plan of the school. It is based on the appropriate and coherent use of the digital technologies that the Administration makes available to us, in order to establish external and internal channels of communication between the different members of the educational community. The aim is to achieve efficient, fluid and fast communication, always respecting data protection law.

School communication plan

School communication plan

1. Initial analysis of context and needs

In order to know the context of the center in terms of communication channels, both internal and external, and to detect its needs, we will use the questionnaire-type evaluation tool.

2. Internal communication

Internal communication is the communication that occurs between the members of the educational community, which are teachers, students, families or heads of students, management team and non-teaching staff working at the center.

2.1. Objectives

The objectives of internal communication can be summarized as:

- Establish different internal channels of communication between the different members of our educational community to achieve efficient, fluid and fast communication.
- Improve communication channels between members of the Senate, as well as between teachers and students, and vice versa.
- Strengthen links and cohesion between all members of the educational community and thus promote participation in the teaching-learning process.
- Promote the regular, useful and efficient use of information and communication technologies.

- Achieve greater cohesion and ease in decision-making and management of the center

- Efficient and clear organization of relevant documents and information effectively, usefully and quickly.

- Establish channels of collaboration and internal organization.

- Offer teachers a platform to share projects, ideas, materials, resources, etc.

- Improve coordination between members of the Senate.

2.2. Audience/Recipients

Our Communication Plan aims to transmit a series of messages and information to groups of recipients clearly identified and related to each other. These groups are as follows:

- **Students:** from students to students, from students to teachers, from students to the center (management and secretary).

- **Families or legal guardians of students:** families or those responsible for the students to teachers, families or those responsible for the students in the center (management and secretary).

- **Teaching staff:** from teachers to teachers (members of the faculty), from teachers to students (own or any from the centre), from teachers to families or responsible for students (those in their group or external), from teachers to the centre (management and secretary).

- **Management of the center:** with the teaching staff, the students, and the families or responsible for the students.

- **Secretary's office of the center:** with the teaching staff, the students, and the families or responsible for the students.

- **Concierge of the center:** with the teachers, the students, and the families or responsible for the students.

2.3. Channels

Internal communications will be made with the following corporate tools of the GVA:

- **Corporate email:**
  - Communications between the entire educational community.

- **Ithaca – Web Family:**
    - Communications between teachers and families or those responsible for students.

- **Classrooms:**
    - Communications between teachers and students, through private messaging, and the 'Dialogue' tool.
    - Communications between teachers of the same work team, through the messaging of Aules Docent .

- **MsTeams:**
    - Communications between teachers through teams, channels and/or chats.
    - Communications between teachers and students through class teams.

2.4. Contents

We define the specific tools that each group will use to communicate.

- **Family-school | School-family:**

The Webfamilies-Itaca **teaching digital platform will be used**. Families must use the platform to request meetings with teachers, justify the lack of attendance of their children or to communicate specific aspects about the teaching-learning process.

In the case of centers where there are training cycles, EOI, conservatories and FPA schools, students over 18 years of age receive communications from the Family Web.

Teachers must use this platform to put the lack of attendance of students, give positive or negative indications of the work and advances of the students or summon family leaders to personalized meetings.

In the meetings, minutes must be drawn up (topics discussed and agreements reached by both parties).

On the other hand, families will be able to communicate with the management team through this channel and report changes in their personal data (street, telephone, DNI, NIE, PASSPORT, etc.) .

The management team will also use this tool to publicize official news (registration periods, class suspension, scholarship applications...), and for the opening of deadlines for internal administrative processes (changes in the school canteen, complementary activities, bus service...). Both types of news will also be developed on the **Center's website** located in **Portaledu**.

Corporate email will be used to communicate anything that cannot be done by **Webfamilia** (attach documents).

- **Management Team - Faculty | Teaching Staff-Management Team**

Non-face-to-face communication will be carried out through the corporate intranet. This will be managed through the **Teams** app. The faculty team will generate a wall of tasks and links to the relevant documentation, which all teachers will be aware of.

The calls to meetings of COCOPE, Senate, School Councils and / or cycles will also be made through Teams, using the Calendar tool , which will duplicate an email in the corporate domain with the Agenda, topics to be discussed, day and time of the meeting and the previous minutes to study its approval. When necessary, the documentation to be studied on specific topics will also be sent in PDF format.

- **Professors:**

Each teacher will be part of a cycle / department channel also in Teams
where work teams for information or work
This channel will repeat the structure of the Senate team and will be energized by the coordinator of each cycle/department.

These channels are useful for sharing formal communications related to the coordination tasks of each of the channels that the centre deems appropriate to create.

It will also be possible to generate direct communication chats from the members assigned to the teams and channels and lend themselves to a more informal communication, constituting a faster and more flexible communication channel.

Through the teams channel, general aspects of the center will be communicated, to the **general channel**, using the chat and files, where all the necessary documents for the operation of the center will be placed, as well as extracurricular activities, schedules (teachers, students and free classrooms), files for tutoring, PAF, ERASMUS ...

For on-call shifts, the **guards channel is created** in which the following documents are available: teachers who have ordinary guards and playground shifts (the latter are changed every month), absences of teachers by the hour, where the course and the classroom are put in as well as the tasks that the

students have to do. There is also a document for those punished without a playground and another for those punished from 2 p.m. to 3 p.m., which must indicate if the student has complied with the punishment and their behavior.

In the **booking channel**, it is used to book:

- Computer room in a timely manner

- Laptop carts

- Multipurpose

- Cafeteria

- Hall (for exhibitions)

To notify of any incident in the center we have two channels, **channel incidence infrastructures**, in case there is any physical damage and **channel ICT incidents**, if the projector or the computer does not go.

If you want to publish an activity that has been done at the center or an extracurricular activity, you use the **web channel**, where you put a small review and a photo for the web coordinator to publish.

- **With the students.**

The students' virtual classrooms (AVA) will be carried out through Classrooms / Teams. The teachers who teach each subject will be in charge of promoting the use of these. The AVAs will be a complement to the actions carried out in the classroom, where teacher/student communication, material delivery or collaborative work must be a constant. Students will be able to access them through their digital identity, which will allow us to preserve the images and content that is shared in them.

2.5.   Actions

We define the different actions that will be carried out to comply with the plan.

We will distinguish between those actions already implemented by the center and those selected to develop and implement with this Plan. The actions that we do not mark in either of the two previous assumptions will be implemented in future academic years.

Actions	✔️	❌
Infrastructure		
Adaptation of the infrastructure of the center to carry out ▤ the Communication Plan		❌
Formation		
Creation of a Communication Committee within the Senate	✔️	
Creation of a training plan for the corporate tools of the Communication Plan		❌
Faculty training	✔️	
Training for families	✔️	
Student training	✔️	
Creation of the Digital Welcome Plan for teachers newly incorporated into the center.	✔️	
Webfamily-Ithaca ▤		
Register students and families and enter schedules in Ithaca	✔️	

Disseminate how to consult digital identities (students, teachers, non-teachers)	✔️	
The management team shares documentation with families through Webfamilia and Portaledu using links to Documentar de Teams	✔️	
Teachers share documentation with families through Webfamilia links from OneDrive or Sharepoint (authenticate with their children's digital identity to see them)	✔️	
Mail 🗒️		
Use the email group of the Management Team and Senate to send messages to the entire faculty or to the entire management team	✔️	
Create a contact list in Outlook with School Board members (includes people who do not have a digital identity within the Regional Ministry of Education environment) to share documentation and organize meetings.	✔️	
Use group Outlook calendars and shared calendars to organize meetings and events	✔️	
Set up shared mailbox access	✔️	
Publicize shared access mailboxes in PortalEdu	✔️	
Documentation 🗒️		
Set up folders and upload individual work documents to OneDrive	✔️	
Set up folders & upload important documents from the hub to OneDrive of the Hub identity	✔️	
Share documents with specific people with digital identity to collaborate	✔️	

Classrooms 📄		
Set up user profile with digital identity @edu.gva.es (in each flavor)	✔️	
Synchronize courses with digital identity @edu.gva.es	✔️	
Create classrooms for the coordination of teaching teams		❌
PortalEdu 📄		
Design the structure of the website according to the purpose proposed	✔️	
Set up the centre's website and administrators.	✔️	
Link documents with public links from Sharepoint to Document	✔️	
Embed Outlook calendar in Portaledu	✔️	
Teams 📄		
Plan and implement Teams Management Team structure (channels, documentation, etc.)	✔️	
Design and configure Teams Faculty structure (channels, documentation, tabs, tags etc.)	✔️	
Create public and private channels in the Senate	✔️	
Add members to private channels	✔️	
Upload documentation with necessary and appropriate permissions	✔️	
Insert tabs with websites, forms, lists etc. (Classroom courses, Reservation of resources, Teacher absences)	✔️	

Create chats	✔️	
Add members to team Document and design structure (channels, folders, etc.)	✔️	

2.6.   Schedule

The following schedule shows the timing of the selected actions to develop and implement in the center.
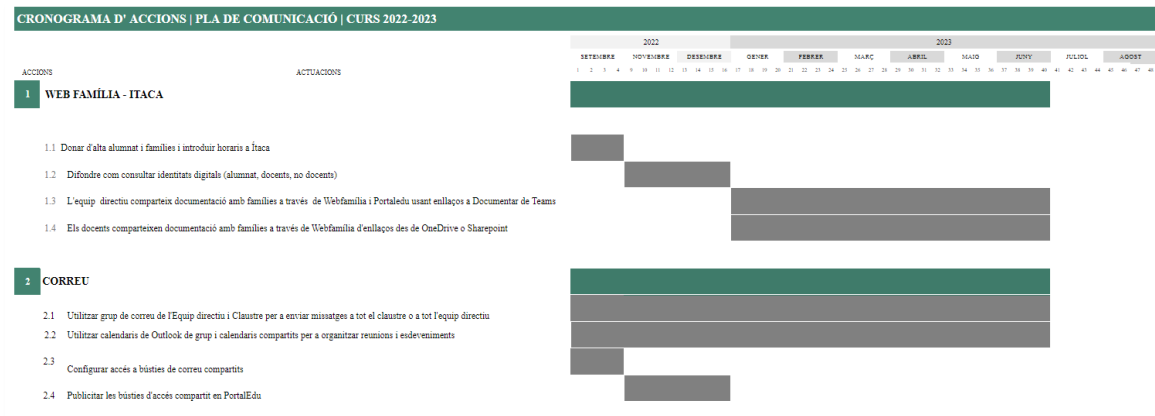
Figure 1. "Timeline of actions. Communication plan"

2.7.   Responsible

The main person responsible for maintaining and monitoring the plan will be the centre's Communication Team, which will be responsible for disseminating the Communication Plan at the centre.

Each teacher will also be responsible for ensuring that their internal communications follow the plan.

2.8.   Resources

The material resources will be, in general, the computer devices available to the center, such as the equipment in the computer room, the equipment in each classroom and the ADI of the center.

3. External communication

External communication is that which occurs beyond the school itself.

3.1. **Objectives**

The objectivesof external communication can be summarized as:

- Establish different external channels of communication between the different members of our educational community to achieve efficient, fluid and fast communication.
- Inform the educational community of how many actions are carried out in the center and thus promote their involvement in these activities.
- Create your own digital identity.
- Give visibility and promote the center abroad, reinforcing its identity.
- Make the center known to the general public, giving accurate, useful and current information about the dissemination of projects, methodologies, activities, news, calendars, etc.
- Keep families informed also in this way, of everything that is done in the center and that contributes to the education of their children.
- Improve the transparency of educational management.
- Train teachers and the rest of the educational community about the possibilities of dissemination through the use of social networks.

3.2. **Audience/Recipients**

The external communications are aimed mainly at the entire educational community of the center, although it extends to other environments and educational centers.

- General public
- Educational Community
- Alumni

- Business environment (training cycles)
- Social environment
- PARENTS' ASSOCIATIONS
- Other schools
- Anyone who wants to come and get to know the Center, its operation, activities, etc.
- Regional Ministry
- SAI

3.3. Channels

External communications will be made with the following corporate tools of the GVA:

- PortalEdu
- Corporate email
- MsTeams
- GvaSAI
- OVIDOC

They will also be carried out by telephone and through face-to-face and / or virtual meetings (Teams).

As for social networks, dissemination messages can be sent (never communication), always with general information about the center, referencing the PortalEdu website and complying with the legal limits specified in section VII of this Communication Plan.

3.4. Contents

- **PortalEdu:** The dissemination of information of general interest is done through the center's website. Its objective is that the general public can consult the following information:
  - ○ General information about the centre (training offer, quality policy , history of the centre, location, how to get there...)
  - ○ Basic documentation of the centre: institutional documents, plans, educational projects, Erasmus+, eTwinning

- o Information on planned organization activities and those carried out

- o General information for families

- o State and regional regulations

- o Procedures: admission, registration, …

- o Data on exams, entrance exams, free exams...

- **Corporate email:** We will communicate through corporate email with the digital entity of the center, with the following entities:

    - o Regional Ministry

    - o Parents' Association and School Council

    - o Business environment (Training Cycles)

    - o Other schools

    - o Alumni

Also, we will be able to use Outlook calendar to organize meetings and events.

- **MsTeams:** This tool will allow us to make secure external video calls, as well as online meetings, with the following entities:

    - o School/Social Council

    - o Business environment (Training Cycles)

    - o Other schools

It also allows communications through chat with other educational centers under the Ministry of Education, Culture and Sport.

- **gvaSAI Portal:** In the UPS (IT Support and Assistance) for educational centers dependent on the Generalitat Valenciana, the computer support and assistance services offered by the Ministry of Education, Culture and Sports are centralized. In the event of any computer incident or access problem to the indicated applications, you should contact the UPS of EDUCATION by creating a service request (ticket) through the application "gvaSAI" (https://gvasai.edu.gva.es/) or contact this service by phone through the telephone 961 207 685.

    Teachers identify themselves with ITACA username and password (Teaching Module). More information about the UPS (information, guide, access) available at: https:portal.edu.GVA.es/sai/es/inicio/

- **OVIDOC:** The Virtual Office for teachers of the Department of Education, Culture and Sport (OVIDOC) is the electronic platform through which GVA teachers can access their information, services and electronic procedures that affect them, as well as their   payroll receipt, IRPF certificate, etc.

The access URL is: https://ovidoc.edu.gva.es/

Teachers identify themselves with an ITACA username and password. Access by digital certificate or cl@ve is also possible.

3.5. **Actions**

We define the different actions that will be carried out to comply with the plan. We will distinguish between those actions already implemented by the center and those selected to develop and implement with this Plan. The actions that we do not mark in either of the two previous assumptions will be implemented in future academic years.

Actions	✔	✖
Mail 📄		
Create contact lists in Outlook with the Parents' Association, the business environment and collaborating social entities (people who do not have a digital identity within the environment of the Regional Ministry of Education) to share documentation and organize meetings.	✔	
Use group Outlook calendars and shared calendars to organize meetings and events	✔	
Promote the use of shared mailboxes for secretariat, ICT coordination, projects, etc.	✔	
Documentation 📄		
Set up folders and upload documents from the hub to OneDrive from your computer's document	✔	
Share documents with specific people in the organization to collaborate (iMou-te, transition team between primary and secondary)	✔	
Share documents with specific people outside the organization to collaborate		✖

PortalEdu 📄		
Link documents with public links from Sharepoint to Document Set a link expiration date Set a password to protect the Lock Download link		❌
Embed videos in the center's website	✅	
Link live events		❌
Post links to forms for collecting information from the general public (it is advisable not to request sensitive information)	✅	
Teams 📄		
Produce live events with the identity of the center.	✅	
Create work chats with collaborating centers (iMou-te, transition primary-secondary)		❌
Upload documentation with necessary and appropriate permissions	✅	
Add members to team Document and design structure (channels, folders, etc.)	✅	
Portal gvaSAI 📄		
Request the resolution of a problem of personal scope related to ICT (all teaching staff) through the ticket tool gvaSAI	✅	

Control of the ICT coordinator of the center tickets, that is, those derived from the hardware and communications of the center.	✔	
Data update in gvaSAI-Inventory	✔	
OVIDOC 📄		
Electronic procedures between teachers and the administration (service commissions, transfer competition...)	✔	
Electronic procedures between the management team and the administration	✔	

3.6.   **Schedule**

The following schedule shows the timing of the selected actions to develop and implement in the center.
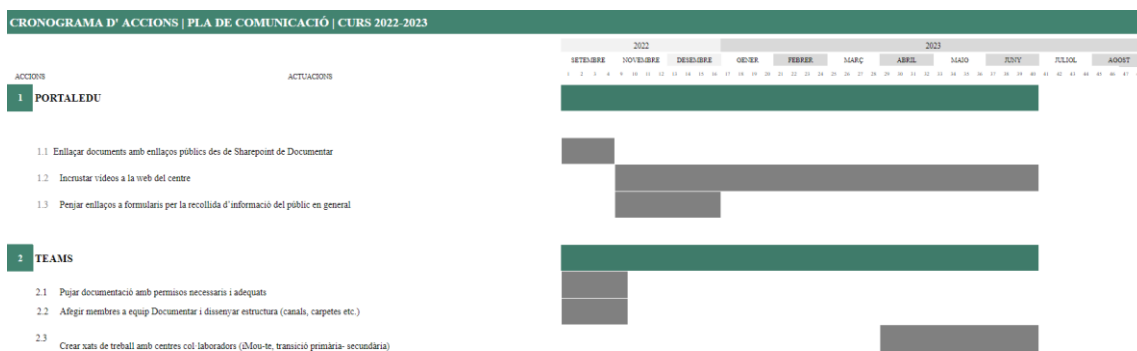

Figure 2. "Timeline of actions. Communication plan"

3.7. **Responsible**

The main responsible for the maintenance and monitoring of the plan will be the Communication Team of the center, which will coordinate the publication on the web, and social networks.

Each teacher will collaborate in publication on the center's website and social networks, passing the information to their corresponding link of the Communication Team.

3.8. **Resources**

The material resources will be the computer equipment available to the center such as the equipment of the computer room, the equipment of each classroom and the PDI of the center.

4. Evaluation and proposals for improvement

Knowing the results of the Communication Plan is vital to know its effectiveness and possible improvements that must be made in case of problems.

The Communication Plan　must adapt to reality and fulfill its　purpose: to establish internal and external communication channels that allow effective communication between the different members of the center and between it and the outside.

Therefore, our evaluation must include the entire educational community, checking its effectiveness and the points on which it is necessary to influence future actions.

We will evaluate in two lines:

1. The driving team and/or the management team of the center will answer the questions in the initial form again, as a final form of the process, and an analysis will be made of what has been improved, and what has not.

2. On the other hand, we will create a form for the educational community with the Forms tool, based on the questions of this model: [Evaluation Plan of Comunicació.xlsx](#). The link will be passed through Web families / Classrooms / Teams (tool to choose according to center). This questionnaire will allow us to detect weak points and possible improvements to be made in the Communication Plan.

This Communication Plan must be a living document, which will be evaluated and updated each school year, to continue improving communications between the educational community.

5. Legal limits

These are the regulations that must be provided for in the use of information and communication technologies and protection in data processing.

The provisions of the legislation on the matter and the service instructions issued by the Directorate General with competence in Information and Communication Technologies, and specifically in the following regulations, must be observed:

1. Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC (known as the General Data Protection Regulation, GDPR) (OJEU L119/1, 04.05.16.)

2. Organic Law 3/2018, of 5 December, on the Protection of Personal Data and guarantee of digital rights.

3. Royal Decree 1720/2007, of 21 December, approving the Regulations implementing Organic Law 15/1999, of 13 December, on the Protection of Personal Data (Official State Gazette 17, 19.01.2008), in those sections that remain in force.

4. Order 19/2013, of 3 December, of the Ministry of Finance and Public Administration, which establishes the rules on the safe use of technological means in the Administration of the Generalitat.

5. Resolution of 26 June 2013, of the General Directorate of Centres and Teaching Staff, of the General Directorate of Vocational Training and Special Regime Education and of the Directorate General of Information Technologies, establishing the procedure and calendar for inventory and certification of computer applications and equipment existing in educational centres dependent on the Generalitat (DOGV 7056, 28.06.2013).

6. Resolution of June 28, 2018, of the Undersecretariat of the Ministry of Education, Research, Culture and Sport, by which

issue instructions for compliance with data protection regulations in public schools owned by the Generalitat (DOGV 8436, 03.12.2018).

7. Information letter of April 30, 2021, from the Undersecretariat of the Ministry of Education, Culture and Sport and the General Director of Educational Centers about the new section on the https://ceice.gva.es/va/ website , dedicated to data protection in GVA public schools, and the need to publish the Records of Treatment Activities (RAT) of the centers GVA public schools must create, within its web pages, a section called "Data protection" with the list of RATs that are applicable to each center and link to the URL.

As a general rule, **the tools that the Ministry responsible for education makes available to schools must be used.**

In addition, article 5.4 of the aforementioned Order 19/2013, establishes that any outsourcing of the treatment requires the signing of an express contract between the competent ministry in matters of education, as responsible for the treatment, and the company responsible for the provision of the service, as the person in charge of the treatment, which in this case would be the companies that own these platforms. The obligatory nature of this **"contract on request",** as well as its conditions, is especially specified in article 28 of the General Regulation of Data Protection (RGPD).

According to the aforementioned Order 19/2013, **it is forbidden to transmit or host information of the Administration of the Generalitat in external information systems** (such as cloud or cloud services), unless there is an express authorization from the ministry responsible for education after analyzing the risks associated with this outsourcing, especially on the following aspects:

- Communications must encrypt data end-to-end.

- The location of the data must be in the European Economic Area.

- The commitment must be checked, through its policies, not to carry out a profiling or analysis with the stored data.

- You must not allow the use of the data, even anonymised, for purposes other than those directly related to the provision of the service.

In relation to the use of **social networks** in the educational field, the Resolution of June 28, 2018, indicates that the publication of personal data on social networks by schools requires consent

unequivocal of the people involved, who must be previously clearly informed of the data to be published, on which social networks, for what purpose, who can access the data, as well as the possibility of exercising their rights of access, rectification, opposition, deletion ("right to be forgotten"), limitation of the treatment, portability and of not being subject to individualized decisions, as well as the right to withdraw the previously granted consent.

The use of social networks for the exercise of powers in the field of education does not require authorization, provided that they do not process or disseminate personal data for the treatment of which the holders of higher bodies or the management level of the ministry are responsible.

Personal data is any information that can be related to an identified or identifiable natural person. This definition includes, among other data, images, voice, identification codes, qualifications or opinions.

However:

1. The use of social networks that include any type of advertising or that may be used for a purpose other than the communication itself is expressly disallowed.

2. When these means are used, schools must inform families and students over 14 years of age, about the safe use of social networks , the rights and obligations of the participants, as well as the exemption from responsibility of the ministry in these applications.

3. When students' personal data, including photographs or videos, are provided by third parties or other members of the educational community, without mediation by the owner of the data (students over 14 years of age, or whoever exercises the legal representation of the minor), it must be guaranteed that they have the express and specific authorization of use, or the assumption of responsibility by the transferor.

Any processing of personal data must comply with the provisions of current regulations on the matter and, in particular, with the obligations of information to the people affected by the treatments and transparency about them. In addition, they must adhere to the specific purposes foreseen in their creation and must have been published in the corresponding **processing activity registers** (RAT). The procedure used by the ministry itself can be taken as a reference, or the models thatare necessary from among those found in the URL can be adapted: https:ceice.GVA.es/en/registry-of-data-processing.

The information and advisory body of the Generalitat in matters of data protection is the Data Protection Delegation

(https:participation.GVA.es/en/web/delegation-de-proteccion-de-datos-gva),   to whom interested parties can contact with regard to all questions related to the processing of their personal data and the exercise of their rights under the General Data Protection Regulation.

Regarding the use **of messaging applications by teachers for communication with students, point 3.2.7 of the aforementioned Resolution of June 28, 2018 indicates that, in general, communications between teachers and students must take place within the scope of the educational function and not be carried out through instant messaging applications.**

If it is necessary to establish specific channels of communication, the means and tools established by the ministry responsible for education and made available to students and teachers or by email must be used.

Likewise, when communication is between teachers and the person exercising the legal representation of students, point 3.2.8 indicates that communications must be carried out through the means made available to both by the school or the department responsible for education.

The processing of personal data through **mobile computer applications,** known as mobile applications (apps), must be included in the Security policy of the center, at least with the same guarantees as any other treatment, as indicated in the report on the use by teachers and students of applications that store data in the cloud with systems outside the educational platforms, published by the Spanish Agency for Data Protection (https:www.aepd.es/media/guides/guide-orientaciones-apps-datos-alumnos.pdf).

As indicated in this report, the applications that contain the most personal data of the students are the gradebooks of the teaching staff, which contain their progress and grades. Therefore, any application that includes the identification of the student can lead to the elaboration of profiles according to the functionalities and typology of the data collected.

With browsing habits, together with the data of other users with whom it contacts and its educational behavior, profiles of the user can be created that can be treated without the consent of the user, with the excuse of improving the operation of the service.

Users can be easily classified according to their activity, depending on the actions they perform, or even the time they take to carry them out. It should be borne in mind that unassisted installation applications on smart mobile devices are capable of accessing a large amount of personal data stored on the device itself, such as the terminal identification number, contact book, images or videos.

In addition, these applications can access the sensors of the device and allow you to obtain the geographical location, capture photos, video or sound. Therefore   ,

it will not be possible to use those computer platforms or mobile computer applications (apps), other than those made available or authorized by the regional ministry in matters of education, whose purpose is:

1. Both communication with families and students.

2. The follow-up of students through progress gradebooks and their grade.

Any regulations that must be complied with by schools in the field of information and communication technologies, as a result of exercising the powers attributed by article 15 of Decree 171/2020, of 30 October, of the Council, approving the organic and functional regulations of the Ministry of Finance and Economic Model (DOGV 8959, 24.11.2020), in the General Directorate of Information and Communication Technologies, will be available on the website: https:dgtic. GVA. ES/ES/REGULATIONS

The resource **School Communication Plan** has been created

by : Digital Educational Plan Team

Subdirectorate General for Teacher Training Regional

Secretariat for Education and Vocational Training Regional

Ministry of Education, Culture and Sport

Support material for schools in the Valencian Community, March 2023

PROJECT ACTIVE COURTYARDS IES ESCULTOR FRANCESC BADIA

PE Department

1. PROJECT JUSTIFICATION

The Active Playgrounds Project arises from a double need:

1st Promote the practice of physical activity of our students

2nd Respond to conflict situations generated, especially by 1st cycle students, in the playground hours

To provide solutions to these two aspects, we consider that physical activity and sport constitute a fundamental element for the integral development of our students, providing numerous benefits for physical, mental and social health. These highlight the formative strength of sports practice and its great potential for socialization and personal development, thus responding to this double need we have.

We also accommodate the problems due to the great decrease in physical and sports practice, especially in adolescence, where, according to a study on sports habits in the school population in Spain, only 54% of boys and only 31% of girls practice physical activity regularly and at moderate or vigorous intensity for at least 1 hour, Basic aspects to obtain the appropriate benefits to sports practice.

In this sense, the WHO recommends that the adolescent population should perform a minimum of 1 hour a day of moderate or vigorous physical activity and at least 3 days a week of strength work. More than 80% of the world population of these ages do NOT meet this minimum.

Therefore, it is necessary to carry out initiatives to promote the acquisition of healthy lifestyle habits and the promotion of sports practice among our students, as reflected for example at European level in the Erasmus + Sport program, or at national level in the Comprehensive Plan for Physical Activity and Sport in school age (Plan A+D).

Therefore, in our center IES Escultor Badia, aware of the problems described, we consider it essential to adhere to the National Framework of physical activity and sport and carry out the Active Playgrounds Project to promote and promote the practice of physical activity and sport during playgrounds.

This project is included in the Educational Project of the Center and is supported by the entire educational community (Senate, School Council, AMPA). The whole department is involved in the organization and operation of it.

2. OBJECTIVES OF ACTIVE YARDS

- Increase the practice of physical activity and sports of our students.
- Acquire social values associated with sports practice such as tolerance, respect, teamwork or empathy.

- Establish fair-play as a basic behavioral line in the practice of any sports activity.
- Enjoy physical and sports activities as cultural and/or artistic manifestations both as a participant and as a spectator.
- Respond to the needs of our students to practice physical activity or practice recreational activities (board games, chess)

3. METHODOLOGY, MONITORING AND EVALUATION OF ACTIVE PLAYGROUNDS

METHODOLOGY:

- ✓ The project is structured around a varied offer of physical, sports and leisure activities and where we combine traditional activities with more alternative and innovative activities.
- ✓ Following the methodological line of the physical education department of the center, all the activities of the project are based on the principle of COEDUCATION, with the aim of promoting sports practice with equal opportunities for both sexes and with the intention of promoting the participation of female students. For this reason, the activities are mixed and are organized according to criteria of EQUITY and a GENDER PERSPECTIVE.
- ✓ The activities are INCLUSIVE, with the aim of promoting practice among students who need some measure of support or have special needs.
- ✓ They are activities chosen by them at the beginning of the course (we listen to their proposals)

ORGANIZATION:

- ✓ During the month of September, information about the project for teachers, students and the entire educational community: Senate meetings, tutorials, PE classes, school website. The proposals or the organization of the same are presented. We attach a Google Forms to collect all this information
- ✓ In the meetings, Senate, COCOPE we expose the organization and operation of the activities.
- ✓ Every day of the week a member of the Department will be responsible for the organization and control of the activities.
- ✓ Two teachers from the Senate support us in board games, specifically with Chess.
- ✓ The students of 1st year of Bachillerato are a fundamental pillar in the control of the activities (acting as referees and organizing the groups) and dissemination of them.
- ✓ A colleague of the department is the Coordinator of the Active Playgrounds and ensures the good coordination of high school students who support them and the rest of the teaching staff of the department that we organize them.
- ✓ Every term new recreational activities according to the interests of the participating students
- ✓ We organize students in the spaces according to the courses, 1st cycle and 2nd cycle, one day a week for Baccalaureate students

MONITORING AND EVALUATION

- ✓ We consider it essential to guarantee the success of the project to carry out measures to monitor its development throughout the school year, with the aim of detecting needs, making relevant adaptations and proposing improvements. For this reason, in department meetings we dedicate time to make adjustments to the problems that arise

4. PHYSICAL, SPORTS AND RECREATIONAL ACTIVITIES ORGANIZED AT PLAYGROUND TIME

- Colpbol Championship
- 3x3 Basketball Championship
- Football Championship
- Datchball Championship
- PINFUVOTE Championship
- Volleyball Championship
- Fitness circuits
- Board Games
- Chess competition