

# *European School Karlsruhe* *Open Day 2021* *Learning Support*

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# Learning Support

**Educational Support** is provided as a **multi-tiered** system:

- General Support
- Moderate Support
- Intensive Support A
- Intensive Support B
- L2 Support - Nachhilfe
- Challenge Programme



# General Support



- **General Support** starts when the class teacher notices that a student is falling behind in some learning areas.
- The **class teacher** makes a request for General Support to the section Support coordinator.
- The class teacher informs the **parents** and sends a form to ask **permission for General Support**.

# General Support



- Support can take place **in or outside the classroom** in **small groups** following a Group Learning Plan.
- An **update** of the progress is given through the two **school reports** (February and June).
- A child can stay on **General Support** for a semester or a full-school year, if their targets change during the year. **(short-term)**
- **Parents** will be **notified** when General Support is no longer needed.

# Moderate Support



- If the learning goals have not been fully achieved with General Support, the child may move to the **next Support level**.
- The **Support teacher, class teacher and coordinator** will **determine the need for Moderate Support**.
- An **Individual Learning Plan (ILP)** is created and the parents are invited to a meeting where the ILP is discussed.
- The **plans are signed** and the parents receive a copy of the plan which is reviewed twice a year.

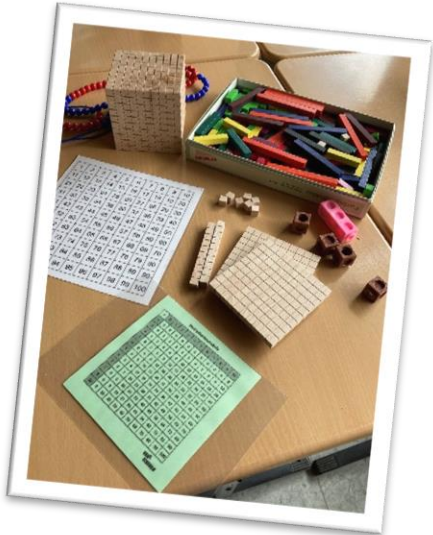
# Moderate Support



- A child **may continue** with Moderate Support in the following school year **or go back** to General Support as needed depending on the progress made. (**short-term**)
- This information will be shared with parents at the end of the year **review meeting**.
- If there are **continued concerns** for a child on Moderate Support and sufficient progress is not made, a **request** may be made by the school for **additional testing** in order to best meet a child's learning needs.



# Intensive A Support



- Intensive A Support is provided for pupils with **diagnosed special educational needs**: this could be learning, emotional, behavioural or physical needs following an expert's assessment and diagnosis.
- The assessment reports that the school receives must contain certain information to meet the **requirements set by Brussels** to be able to receive Intensive A Support which is our **highest level** of Support.
- **These assessment reports are held strictly confidential!**
- Ideally, each child should be assessed in their mother tongue. The **report** can be **translated** into **English, French, German**.

# Intensive A Support

- When the school receives the official papers from the specialist, an **Individual Learning Plan (ILP)** is drawn up and a Support Advisory Board meeting is scheduled to discuss and the Support agreement. **(Long-term)**
- The **staff, parents and director sign the papers**, the parents receive a copy.
- The **set-up** meeting of Intensive A Support can take place at any time throughout the year **as the cases are identified.**
- The Individual Learning Plan is **discussed and reviewed twice a year** in an Advisory Board meeting with the parents.





# Intensive B Support



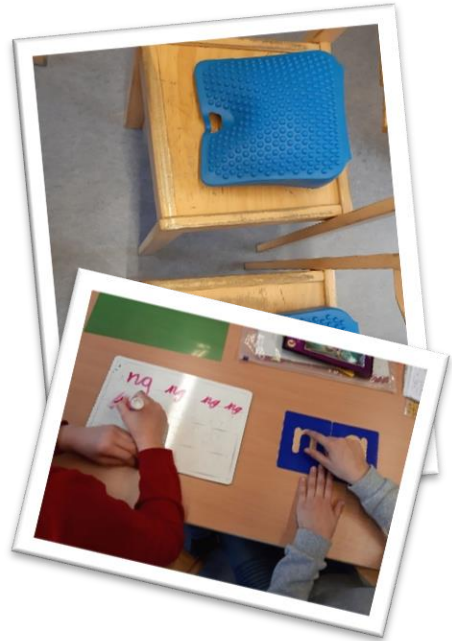
- **Intensive B Support** may be provided, following a discussion with the section Support coordinator and teachers, **if a child comes into a language section without the necessary level of language to access the curriculum.**
- This support is ideally short-term and the **parents** should **support the language learning** heavily outside the school. (e.g. **private tutor, language school, community resources**)
- The European School system allows children **two years** to **acquire the necessary language level** to succeed without the need for learning Support. The school considers that children need a **B2** language level to access the curriculum in their language section.

# L2 Support - Nachhilfe

- **L2 Support – Nachhilfe**, falls under the school's General Support and is offered to **pupils from Class 3-5** who need support for their **2nd Language studies**.
- **Students** who are already receiving **Intensive B Support** may also be offered **L2 Support** in **special cases**.
- **L2 Support – Nachhilfe** classes take place on **Wednesday** afternoons.
- Students are **recommended** for L2 Support **by their L2 teacher** at the **class council meetings** at the end of the school year, **or** when a need is **identified by their L2 teacher**.



# L2 Support - Nachhilfe



- Parents receive a letter explaining the Support. A **parent permission** letter is signed to agree **to participate** in L2 Support – Nachhilfe classes.
- A **group plan** (similar to general Support) is written up and **reviewed twice a year** by the L2 Support - Nachhilfe teacher and the second language teacher.
- It may be **recommended** that the child **continue** to participate in L2 Support – Nachhilfe **or leave** Nachhilfe at that time.
- The parents will be **informed** of the decision **per email**.

# Challenge Programme

- **The Challenge Programme** offers **additional resources** for a small group of children from **classes 3 to 5** who are exceptionally able and are excelling.
- It is **not restricted to gifted children** but **open to children who do extremely well**, regardless if their results are obtained easily or **through motivation and hard work**.
- **A child may participate** in the Challenge Programme **following a written recommendation** from the **class teacher**, and a discussion with the **Head Support Coordinator** and the **Deputy Director**.



# Challenge Programme

Our Challenge Programme includes the following topics :



Mathematik ist überall >



RobotinX >



iPads & New Technologies >



# Challenge Programme



- **Goals:** the development of **general and specific** understanding of **mathematical problem-solving** strategies – **with fun !**
- From **concrete to abstract** – we understand **mathematical connections** and reflect mathematical **contexts**.
- **How** do we work ? / **What** do we do ?
  - Working on **mathematical problem areas**
  - **Puzzles**
  - Preparation for **math competitions**
  - **Mathematical excursions**
- **Multimedia learning** : use of **different media** such as games, writings, learning stations, learning material and our natural surroundings.



# Challenge Programme

## ➤ What is **RobotinX** ?

- Specially designed **Robotics program** to provide more **real-world** and **mathematical challenges** in a **fun-filled** manner, to accelerate **learning** and the **curiosity** for high-ability kids.



## ➤ Nurturing **Special Talent**

- **STEM / MINT** education
- **Gifted education strategies**

## ➤ How ?

- **Accelerate learning** to strengthen basics
- Compact content to **avoid repetition of topics**
- **Group** children with **similar abilities**
- **Challenges** that cater to the **skill level** and **interest** of the children
- Prepare the children to **represent the school** at the **Robotic competition**

RobotinX >



# Challenge Programme

## iPads and New Technologies

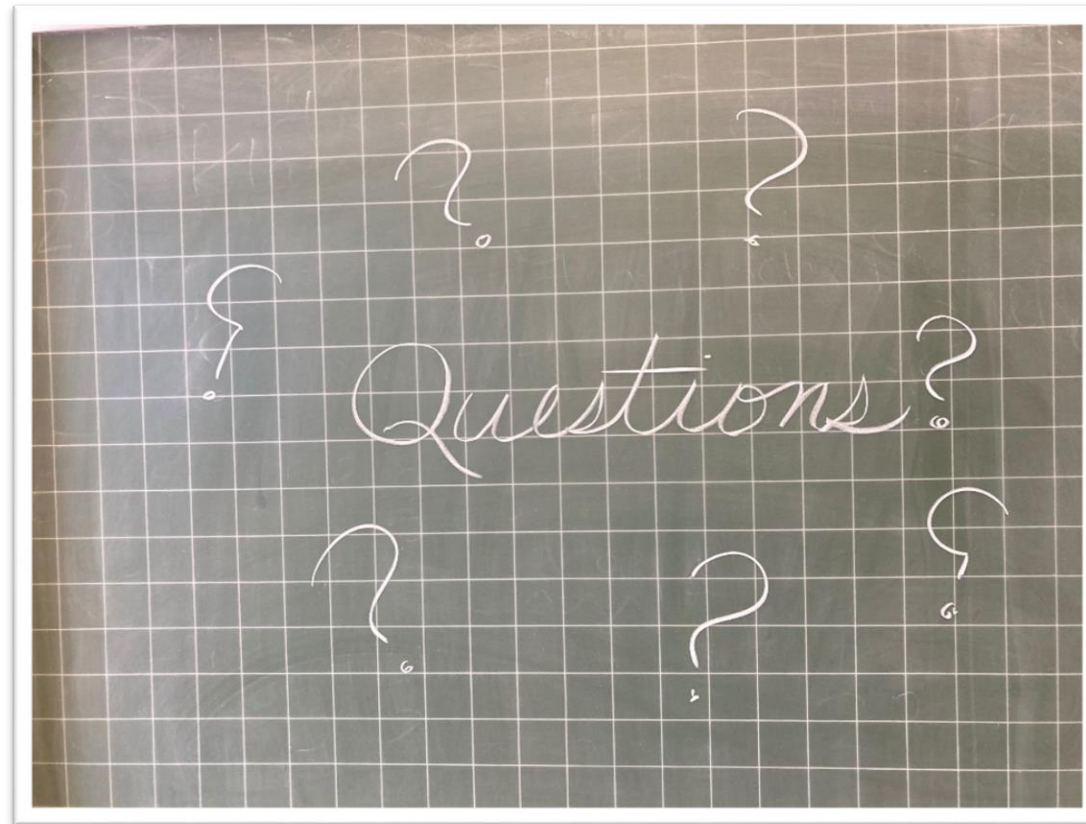


- **Social, scientific, political, technical and historical topics.** Independent **research** using **digital** and **analog** media forms.
- **Child-centered** approach and **high interest** in **topics** of the world are **encouraged** and **supported**.
- **Create** a **presentation** of an **invention** or **discovery** for a larger audience.
- Develop **social, cognitive** and **digital competencies**.
- **Topics of interest** in the last school year : **Aviation, Space, Artificial Intelligence, Braille, Leonardo da Vinci, Letterpress.**

# Learning Support

Thank you!

Danke!



Merci!