



THE  
SOUTHLAND  
SCHOOL

# New Students' Integration Protocol



**THE  
SOUTHLAND  
SCHOOL**

## Protocol for New Students' Integration.

### 1. Introduction.

The Southland School through its history has been outstanding for being a warm space for students, whoever foreign or from other schools. Because of this, we consider as important to create conditions of reception in and integration to the school community when new students arrive.

For the foregoing reason, it has been designed a protocol that must be followed every year and each time that a new student joins the school. This aims at our students process support.

Whatever the reasons (move to another place, change to another job, etc.), a male/female student must face a school change, with certain repercussions and challenges in the community, to which a student must be adapted. Our establishment is committed, within the Educational Project, to educate in a healthy coexistence. Being a student of our school, demands a serious commitment and responsibility to assume a mutual respect attitude, cordiality, kindness, fulfilment and cooperation with the educational community.

The Southland School's Institutional Educational Project is the key referent for the school educational, formative and administrative activity. In this project, the identity as an educational community is manifested on a Christian and anthropological conception that seeks student development as an individual, who is committed with him/herself and with his/her environment. In order to achieve this objective, the school has an organizational structure and people who is committed with their work. The Institutional Educational Project may be an articulatory axis by which school daily life takes place.

### 2. General Considerations.

Every change in a child girl/boy causes a natural reaction of uncertainty or instability, for which a change of school is not an exception. Joining a new school may cause a high stress and anxiety, because the student will face challenges such as:



## THE SOUTHLAND SCHOOL

- Mistrust, fear for a school change. It is necessary to strength student's self-control, security and trust to face challenges.
- Student grief feeling for being separated from his/her former school environment, teachers and friends.
- Academic adaptation to teachers' style, demanding diversity, methodology, study programs, etc.
- Being part of new regulations and ways to evaluate behavior.
- New habits and routines.
- Integration: Meeting new people and making links with each other. The student must begin a group belonging process that is necessary for a healthy development.

For a successful student's adaptation process the family support and collaboration are essential, as well as it is the basis of security that may be given by the new educational establishment.

Being relied on it, the head teacher's role is extremely important: "The Head Teacher - through a relation with his/her students - must become a democratic leader and a guide to promote learning, and a mediator among children and their environment; create a learning and collaborative atmosphere, and create optimum communication channels. Male/female students' integration in the class group and school dynamics must be also promoted, along with the mutual knowledge" (Ardiles, 2014).

Therefore, it is important that the Head Teacher:

- Is a key agent for generating a suitable learning environment;
- is present in the classroom when:
  - There is a grade meeting
  - Monitor students
  - There is a supportive and collaborative attitude; share information based on students' knowledge:
    - A view of his/her grade:
    - Analysis of results
    - Informal conversations



### 3. Actions to Be Taken:

According to the aforementioned, this protocol establishes action guidelines for the reception of new students. They must be carried out by the Head Teacher, the Department of Formation and the General Inspectorate.

#### Students:

- Before starting the school year, there will be a welcome day (for junior and senior students). After the groupal welcome (made by the Department of Formation and the General Inspectorate), the respective Head Teachers will receive and inform new students on relevant school aspects such as: school's operation, academic and disciplinary rules, and information about their grades.  
If students join the school year later, they will be received by Head Teachers and Guardians, one or more days before attending the school, so that they get informed on all important aspects that facilitate school adaptation.
- Each head teacher must choose a couple of students to be in charge of showing the school and being companions of the new male/female student during the first 4 school weeks (a man and a woman, so that the student may integrate to the grade group).
- During the guidance hour, the work will be focused on student's integration through dynamic activities, groupal coherence (see annex). It is necessary that the male/female student participates actively in activities from his/her grade to strengthen personal and social skills.
- During the first months, the head teacher and the Team of Formation will have meetings with both students and guardians at least twice a semester, one in March and the other in June.
- The Department of Formation will monitor new students through personal interviews, classes and yard inspections, and through marks and behavior.

The Head Teacher must accompany a new male/female student during his/her adaptation to school system. To achieve this, we suggest:



## THE SOUTHLAND SCHOOL

- Knowing a new student through an interview made by the head teacher during the first school week obtaining:
  - Student's detailed information.
  - Information on his/her learning process.
- During the first school month, the Head Teacher must summon new guardians for an interview.

Likewise, in case that a new student has an academic engagement for joining, the head teacher will be in charge of monitor it. As for external support engagements, these will be monitored by the Department of Formation.

### ANNEX:

#### **Welcome Day General Idea**

One or more days before starting the school year, students will be summoned to school to reduce the initial stress, adapt to our environment, develop a comfort feeling in a shared space, create atmospheres of participation, help a group to know each other, solving doubts, etc. This day will be organized by the Formation Department.



During this day, students will meet the Headmistress and the School Steering Board who will welcome the new students to our institution. The Formation Department will give students school guidelines. Later, students will walk around the school to know their classrooms, teachers and the rest of the facilities. Then, new students will share with their respective teachers to be informed on relevant aspects, whatever rules, discipline, uniform, information about their grades, etc. They will also have the opportunity to talk about their experiences and expectations.

Finally, the students and the School Steering Board will meet again to make a coexistence strengthening activity and closing this Welcome activity.



**Activities Proposal (Guidance Hour and Welcome Day).**

Activity	Junior: From 1 <sup>st</sup> to 5 <sup>th</sup> Primary	Junior and Senior: From 6 <sup>th</sup> Primary Grade to IV Secondary	All
The grade must form couples (already assigned by the Formation Department). The members of the couple must tell one another about his/her hobbies, preferences, etc. Then, each student must introduce his/her couple.			✓
Each student must write positive aspects from the grade in a large cardboard, so that new students feel welcomed. (Positive aspects cardboard will be stuck on a classroom wall).		✓	
A ball with stucked questions is required. Students must give the ball to one another, say their names, read one question and answer. Then, they must pass the ball to one classmate again, until all students have answered the questions. (Questions will be defined, depending on each grade).			✓
Animal peer cards with known sounds are used. (2 cows, 2 dogs, 2 pigs, etc.). One animal is given to each student, but the student cannot see it nor show it to anyone. When the student in charge makes a signal, the students see the animal cards and start searching for their couples, the rest cannot talk, they just move and make their animal sound. Once they have found their couple, they can sit down together to talk and ask anything.	✓		
Students must write in a card their names and last names, birthday, and something that they like and dislike. Then, the student in charge will make questions that will be answered by the rest, like, for example: "Who was born in December? who likes playing soccer?", etc.	✓		

<p>Students that are walking in the classroom, when the student in charge says “STOP”, may go to the closest classmate, talking for 5 minutes. Then, walk again and talk to another classmate, successively.</p>			
<p>Each student receives a sheet of paper. They write their names, hobbies and interests at the bottom (at least two per each one). After, they must make an airplane with the sheet of paper (they are taught how to make it). Once these have been finished, it is important to throw them at a time. When falling down, students must pick airplanes and throw them again, such that they are mixed in the classroom.</p> <p>Then, each student will take an airplane (different from his/hers). Since each airplane has a name, the picker must look for its owner and talk about what is written in the paper (hobbies, interests, how many brothers or sister the owner has, etc.). When talking has finished, each participant must introduce his/her classmate.</p>			

References:

Ministerio de Educación de Chile, (First edition: July, 2016). Programa de orientación:

Currículum Nacional. Santiago de Chile: <http://www.curriculumnacional.cl/inicio/7b-2m/septimo-basico/orientacion/> (page. 44).

Educar Chile, (2013). Miedo al cambio de escuela. Santiago de Chile:

<http://www.educarchile.cl/ech/pro/app/detalle?id=214582>

Educar Chile. Orientaciones para el desempeño del Profesor Jefe. Santiago de Chile:

[http://ww2.educarchile.cl/UserFiles/P0001/Image/CR\\_Herramientas/PDF\\_profesor\\_jefe/ProfesorJefe\\_basica\\_LISTO.pdf](http://ww2.educarchile.cl/UserFiles/P0001/Image/CR_Herramientas/PDF_profesor_jefe/ProfesorJefe_basica_LISTO.pdf) (page. 1)