Don't drop me outside Teacher Training

DON'T

DROP ME OUTSIDE

What is school dropout?

Project Number: 2020-1-BE02-KA201-074798

School Dropout

School dropout can be defined simply as any person who fails to earn a high school diploma. In practice, however, it can be a challenge to identify students who will drop out with precision.

School dropout

European integration has led to a better understanding of the multidimensionality of early school leaving, European Employment Strategy (ESE).

Considered as priority key-domain of the Lisbon Strategy, these objectives were materialized in Portugal in the National Plan for Employment of 2001, which stated the goal of **"creating conditions for the full employment in a knowledge society"** as associated to the pillar **"Improving Employability"**.

School dropout is also called "**Absenteeism**"

This expression is used to designate the student's absence from school. In a broader sense, it is the sum of the periods in which the students of a certain school are absent, the absence not being motivated by prolonged illness or legal leave.

Types of School Absenteeism

1. High absenteeism (percentage of absences is greater than 50%);
2. Average absenteeism (percentage of absences is between 25% and 50%);
3. Low absenteeism (percentage of absences is less than 25%).

Where does School Dropout occur?

School dropout mostly observed:

- in high schools,
- among high school types, more in vocational high schools,
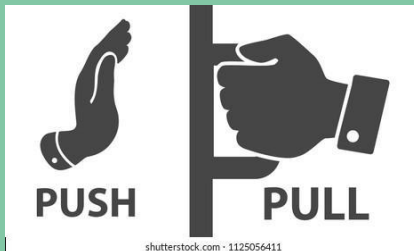- in upper classes
- mostly among **male** students.

REASONS OF
SCHOOL DROP OUT

General reasons for school dropout

Background student

- Socio-economic characteristics
- Ethnic background of the student in Belgium: native Dutch-speaking versus immigrant
- Gender

Push & pull factor

- Push factors: factors within the school environment: the student no longer feels a connection with the school and tends to form a dislike against the school.

- Pull factors are factors beside the environment of the school

PUSH   PULL

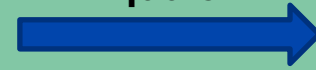shutterstock.com · 1125056411

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SIGNS OF
SCHOOL DROP OUT

Signs for school dropout

- Truancy
- School fatigue
- Personal/ emotional problems
- Repeating school year
- Individual characteristics

Equals → **LOW MOTIVATION**

Pitfalls for teachers

Encouraging Dropout

Low expectations:
- give less time to answer
- don't give a turn
- less feedback
- vague compliments
- less attention
- lower standards
- more monitoring
- less friendly
- less eye contact
- bad non verbal interaction

Preventing Dropout

High expectations:
- flexibel
- set clear goals
- give responsibility for self-guidance
- attention for intrinsic motivation
- give a lot feedback
- ask open questions and challenge the pupil

SIGNS OF DROP OUT

D — earning difficulties; poor achievement/low grades; weak/no participation; repeated retentions; +INFO

R — disciplinary faults; adoption of risky behaviors; school-to-school transfers; adaptation problems; +INFO

O — ack of commitment and lack of motivation; frequent unexcused absences; low expectations towards the school:/ expectations out of step with reality +INFO

P — depression; anxiety; low self-esteem and low self-concept; aggressiveness or passivity; disruptive behaviors; older age than peers; +INFO

Erasmus+

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ACTIVE PREVENTION OF SCHOOL DROP OUT

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1. Risk Factors of Dropout

Learning outcomes

-   Know the characteristics of the students who have a tendency for school dropout.

-   Recognize the students who have a tendency for school dropout.

-   Knows characteristics of students who has tendency of school dropout.

-   Aware that there may be students who has tendency to be in a physical tendency because of the characteristics of the school (socio-economic and environmental factors).

ACTIVITIES WITH STUDENTS

Activity 1: Creative Drama

Activity 2: Public Spot

Detailed descriptions and procedures are available on our WEB page for download!

2. Assessment and Evaluation of School Dropout

Learning outcomes

- Know at least one of the measuring instruments used to identify students who have a tendency for school dropout.

- Interpret the scores taken from the school dropout tendency measuring tools.

Activity 1: Observation Form

Procudure:

I. Warm Up

A seeker is chosen. The seeker moves away from the group so that the players cannot see or hear. Meanwhile, a leader is chosen from among the players. The seeker should not know who the leader is. Players take their places to form a circle. The seeker moves to the middle of the circle. The game begins with the players saying "1-2-3" in unison. The leader acts as strange and funny as possible; For example, it scratches its head like a monkey or jumps with its tongue sticking out. Others immediately imitate him. The seeker watches the players and tries to find out who the leader is. Players must be quick when imitating movements to complicate the seeker's job. If the seeker guesses correctly who the leader is, the leader becomes a seeker; A new leader is chosen among the players and the game continues.

Activity 1: Observation Form

II. Observation Form

Participants are divided into two or three groups. Each group is asked to do the following:

You are a teacher. You will prepare an observation form to identify students in your class who tend to drop out. What items would you include in the form? Examples of items are given below.

He / she has low academic successes.

He / she apply violence to their friends.

He / she has friends who left the school.

Activity 1: Observation Form

III. Evaluation - Reflection

The items written by all groups are reflected. Each item is evaluated. Items that need to be removed from the form are removed, items that need to be added are added. The form is given its final form.

Activity 1: Observation Form

Evaluation of observation form

A student who scores above the average score in the observation form can be considered risky. But to be more sure, the scale that we will develop is used. According to the measurement result, the level of risk (no risk-low risk-medium risk-high risk) can be determined.

Activity 1: Observation Form

Evaluation of observation form

The following outline can be used for the observation form.

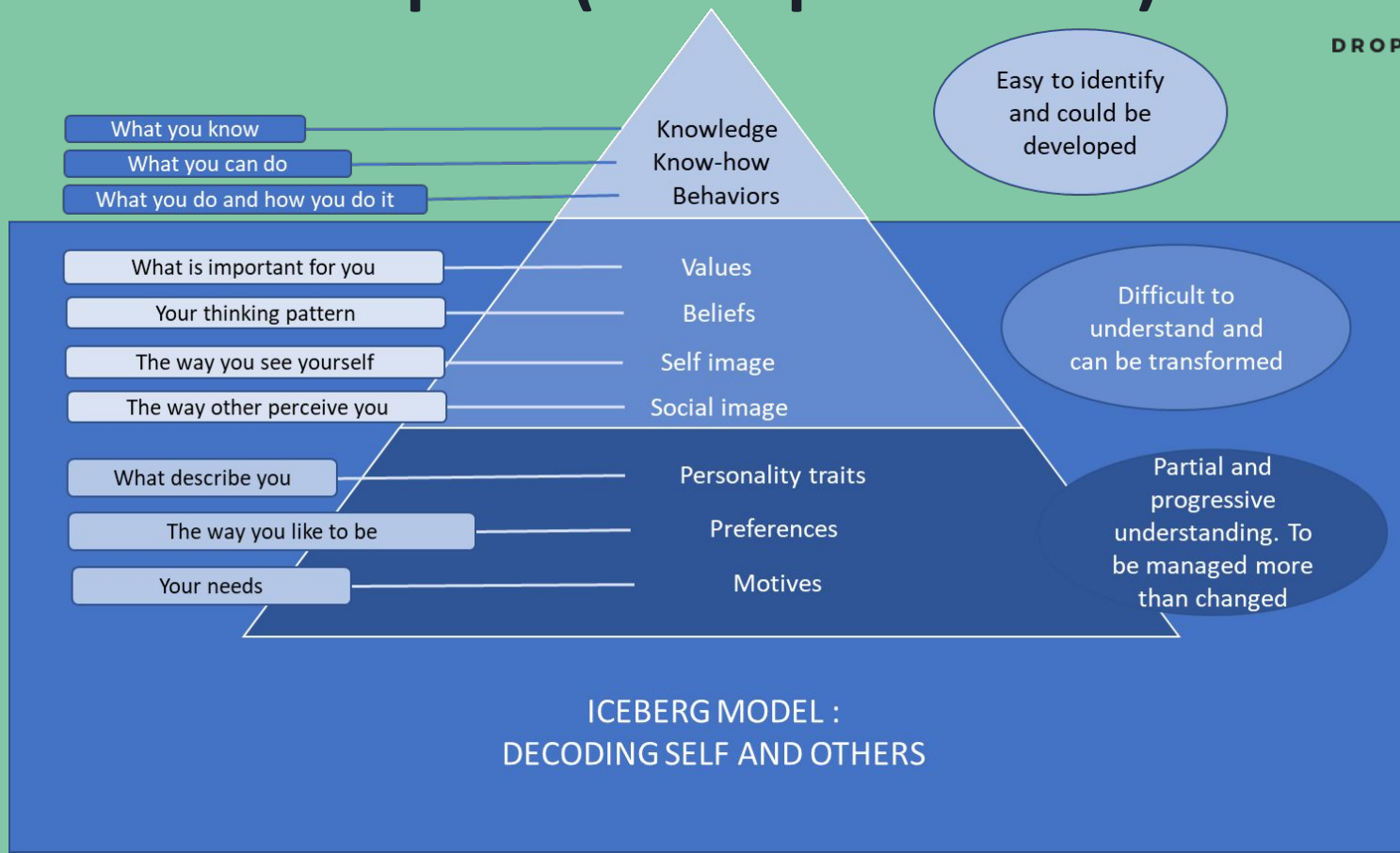|	yes	no
He / she has low academic successes		
He / she apply violence to their friends		
He / she has friends who left the school		

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3. Effective communication and cooperation regarding school dropout

Internal compass (to help students)

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What you know → Knowledge
What you can do → Know-how
What you do and how you do it → Behaviors

Easy to identify and could be developed

What is important for you → Values
Your thinking pattern → Beliefs
The way you see yourself → Self image
The way other perceive you → Social image

Difficult to understand and can be transformed

What describe you → Personality traits
The way you like to be → Preferences
Your needs → Motives

Partial and progressive understanding. To be managed more than changed

ICEBERG MODEL :
DECODING SELF AND OTHERS

Importance of the **ICEberg** model

- Teachers usually focus on the part of the iceberg that lies above the water
- The part under the water is what really drives the pupil (think of the iceberg that keeps it afloat) but also harder to understand and harder to change. You will have to learn to work with the bottom drawer and you can't change it in the end. The questions in the picture can help you on your way to better understand and guide the pupil.

DONT

DROP ME OUTSIDE

ABC-motivation
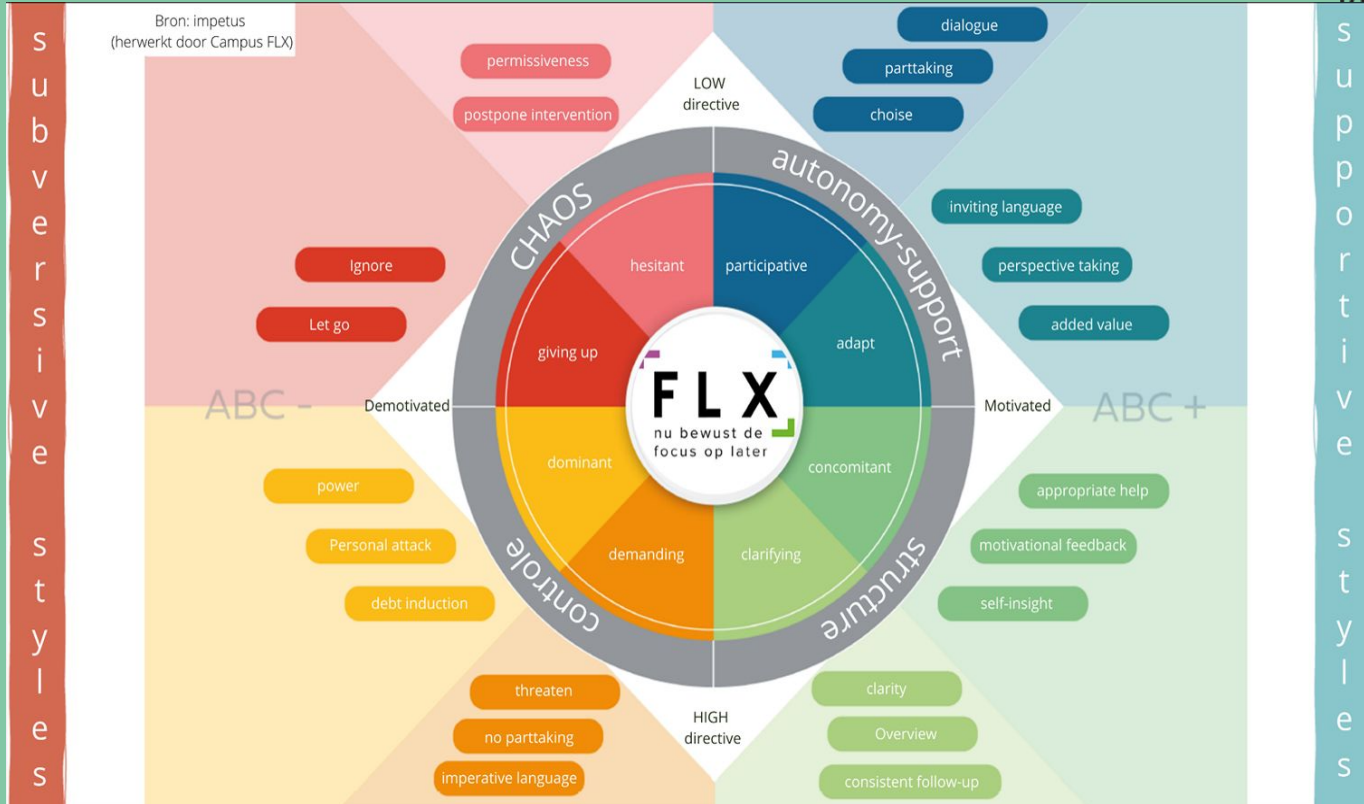
Go over course of study

GROW MODEL:

4. Preparation and implementation of action plan

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OPEN discussion Activity

Use Story to engage students:

- discussion
- role play
- use of digital implementation (Padlet...)

More stories available on our WEB page!

Luísa presents poor grades and growing demotivation. The situation at home is not easy, their parents are unemployed, and she, and her 3 younger siblings, don't always have a decent meal.
Luísa doesn't recognize the school as being useful, but as an obligation!
She often thinks about starting work to help his parents. In fact, she has a friend who has already taken this step: she dropped out of school!

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5. Effective approach and support of students development

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Improving studying habits

Low academic achievement is one of the most important causes of school dropout. Increasing academic success can improve the sense of school attachment of students who tend to drop out. In order to increase academic success, the development of study habits is in the first place. Developing work habits includes the following activities:

1. Learning styles
2. Using time effectively
3. Motivation Activity

Learning strategies for students example

The strategy of underlining, taking notes in the margins of the text and summarizing will be taught. These strategies are easy to implement and are the most commonly used strategies. Difficult strategies may prevent students with a tendency to drop out from using strategies.

Texts should be easy. Because the important thing is to learn to use strategy. For this reason, the texts should be chosen below the student level.

Begin teaching a strategy by explaining with concrete examples that if they learn that strategy, they can learn it more easily and effectively, perform better and get higher grades.

You implement the strategy first. Think out loud as you apply. In this way, when you use the strategy, you will let the students know what is going on in your mind, what cognitive processes are activated, and what kind of processes are taking place.

6. When Drop - out happens; what can students do?

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NEET-youngsters (not in education, employment or training)

- Total: 11,9% (= 8000 students)
- Brussel: 23,5%
- Antwerp: 22%
- Mechelen: 17%
- Gent: 17%

 The integration of NEET-youngsters into the labour market is an important goal of the EU Youth Guarantee and of the Flemish Youth Work Plan of the VDAB

OPTIONS for those who Drop-out

- Rebuild self-esteem
- Start an apprenticeship
- Do an internship
- Get a job
- Transferring to a different high school
- Going to an alternative school Homeschooling / unschooling
- Completing your high school diploma online