

Unit 5

Programming and implementing cooperation at the school level

Part One – Individual accounts, also by means of prepared grids, about:

- a) Where the minority parents stay with respect to the school and how the school and/or the teacher manage to bring them closer b) How the teacher interprets his/her role in communicating with minority parents
- c) Reasons, outcomes and limits of the methods adopted for improving the participation of parents:
parents' room - information desk -
sport/entertaining activities - cultural mediation –
mentoring - storytelling – scaffolding -
differentiation (individually oriented teaching plan, portfolio, logbook) - intercultural and interdisciplinary teaching

Part Two: Strategies at the group and institution level

- a) Focus group on problems emerging from cases presented in Unit 2, and personal experience accounted on in Unit 5. b) Proposals for starting or developing initiatives of Good-ID in a specific school and social context.