

SEDIN Project

3.1. GIRONA data

Information in the "TeacherInterviewsSEDIN.xlsx" file

3.2. GIRONA School principal's interview

1. For how long have you been principal/manager in this school?

1 year	2 years 9y in the school management team	8 years	2 years
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2. For how long have you been teaching in this school?

4 years	12 years	8 years	9 years
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3. What is your academic and professional background?

Primary education teacher and post-degree in management of educational institutions.
Primary education teacher (speciality music); Pedagogy degree; PhD in Pedagogy
Primary education teacher, 19 years of experience
Primary education teacher, actor, toy library management

4. According to you, what are the main strengths of your national educational system?

The strengths are that there is a lot of flexibility for school management and teachers to apply the curricula.

Cultural diversity can be many times also a strength.

Competency based curriculum

Linguistic immersion

In public schools, equal opportunities are not safeguarded

If I'm talking about Salt, we do a very interesting network job

We are very welcoming centers

We do a very important social work, more in primary than secondary education

And the children do a very important emotional work

I think that we are moving towards an competence-based education

Persons, teachers

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5. According to you, what are the main weaknesses of your national educational system?

In relation with multicultural schools there's a lot of mobility of the population, children stay for short time in the same school. There's also lack of human resources for these schools.

Teacher training

Double line: concerted schools and public schools

There is no specific training. I think that in Salt (multicultural) there should be a certain profile of teaching staff, and there is no.

There are people who do not serve and they are doing as a teacher.

I think that in the wheel there are people who should not be.

Little budget of the department. There are very few resources: mainly human resources are needed; we should have classes of 15 children.

Psychologists and social educators are needed.

6. According to you, what are the main values promoted by your national educational system?

Discipline / Performance / Respect / Autonomy / Cooperation / Assertiveness/ Politeness / Debate / Consensus / Competitiveness

In practice discipline and performance are the more promoted. In theory they talk a lot about inclusion and taking care of special needs.

What is intended is that the student will be competent at the level of the person, values, respect, companionship, empathy, emotional education

Finding the consensus when working as a team, cooperation is basic

I DO NOT believe in competitiveness, I BELIEVE in the effort

I believe in wanting to learn more.

Performance is the one that counts most.

7. Your school is located in a multicultural area/Your pupils are from different socio-cultural backgrounds. According to you, what benefits/opportunities and what risks do this intercultural situation bring within the class?

The risks are related to the lack of access to the same resources as local children. They also feel displaced from their language and cultural environment.

Risks is when in public schools there are no local communities (schools where 90% of the children are new migrants)

The benefits are related to their integration capacity. They feel also very grateful and they also feel that they are being given opportunities.

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We are in a 50% school, it is the reflection of the adult society of Salt. It is a total enrichment; there are many cultures that provide enrichment, which we often do not know... we are the reflection of our society, and of the municipality. As a risk, or aspects to take into account is social cohesion, especially at the family level, it is hard to involve families in school activities... we involve them at the end of course, ... but it is hard to mix all the families of all cultures...

They are all poor! In every sense...

As a positive thing in our school there is more tolerance to diversity, to the different. For the children of our school to be mixed is normal.

8. Is the educational system able to respond to these identified risks?

There aren't enough Human Resources for High complexity schools.

For the case of schools that have 90% of new migrant students, it could apply a policy of distribution and educational planning that transcends this reality in all schools in the city

I think it costs a lot to be contemplated by the system. There is good will of the teachers and a conviction of the whole school.

I think the system can respond... but, it does not allow it because it treats all schools equally. I have the same resources as a school in downtown Girona.

9. What would you need to be able respond to these risks?

There should be stronger support to quality education in disfavoured environments.

We require staff (professionals) with a social profile, and more financial resources, those who can make up for what other children have and which impacts on school... it is not already where parents are taught at home, it is the opportunities (baggage, excursions, departures, theater ...), the types of games you have at home, ...

I think there should be more teacher training and more knowledge of the reality of our town, because we do not know.

Address the specific needs of each school.
Increase human resources.

10. According to you, do the refugee/migrant children have specific needs?

There's support to cover the basic necessities but there are other necessities to cover. It's difficult to cover emotional or other special needs.

There must be special attention.

Yes.

11.If so, how to respond to them?

There should be more implied coordinated agents: schools, social services, city halls, after school organizations....

We have more staff, but it's not enough ... this would be done only if you integrate with autochthonous...

In the first place, we document ourselves about the child, we do an emotional education work, of psychological attention, so that the children can explain what happened to them,

Sometimes there are cultural clashes.

We teach them values, ways of doing things and, sometimes, they coexist with other ways of doing things.

There is an added problem, it is that children before 3 years old do not go to the nursery school, and it means that they arrive at school and do not speak our language.

12.At local and regional level, are there networks and collective spaces for discussing these situations with other schools?

Up to now there weren't very many. Now there's a movement, that started in Barcelona to connect different agents working on that.

We have a meeting of directors (organized by ourselves) and now the city council + education department organizes a participatory proposal

Yes, there is a platform for education in Salt.

The Principals of public schools have regular meetings.

We are work-in-progress to do a diagnosis of education in Salt.

13.According to you, is the official teachers training programme adapted to multicultural contexts?

They have some training in the faculties of education but they have very few opportunities to have their training practice period in high complexity schools.

NO, our schools do another function ... we do a very social work

NO, there is very little training.

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Yes, I think there is some subject. But what is needed is not a subject, but it is necessary for the teachers to study social education, group dynamics, leisure education.

14. In your school, what kind of challenges have your teachers been facing within their class and with their pupils?

It's been difficult to adapt to the necessities of the children and also to have parents support.

A lot of resolution of conflicts, a lot of attention to diversity, a lot of emotional and supportive work, and seeking motivating strategies...

We try to do team work, a lot of work in groups, cooperation, heterogeneous teams (we mix two groups of different ages) and service learning
And the challenge of the child being happy in school and learning motivated.

Learn to listen.

That children learn to listen, the culture of effort, that children want to work. Patience, constancy. Sometimes the things that seem that today's society does NOT ask for.

15. How do they report them to you? How do you collectively handle them? Please give an example.

We do not have collective sessions to handle them but they maintain a classroom dietary, they report to the school management and they also talk in the evaluation sessions.

We do have pedagogic meetings, and I always have the door of my office open... the principals act as if we were firefighters... We talked in several meetings with teachers, and we detected needs: for example; this year we have programmed a training course on conflict management.

Much work is done in the grade teacher meetings (weekly), but also in pedagogical meetings with all school teachers, where good practices are shared (monthly). Teachers will visit other classes to learn from a colleague (this year we started this practice).

16. How would you describe the involvement of the parents? What are the main ways for you to involve them in the school life?

We are trying different ways to involve parents but it's very difficult because they have many other necessities. For example, now we are going to hold some workshops about how to assist study sessions and from 150 families only 8 have signed in.

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Participation does not occur spontaneously, perhaps because of a cultural theme, but when we ask them to participate in the classroom, it works, but we have to pursue them very much... Then they like it.

We have a bag of parents that can help us... not only to accompany us to excursions, but in a pedagogical plan, to come to kindergarten to do a workshop... It is difficult to transmit this idea to the other teachers (primary) that parents can help also in their classes.

Now it's very little, they do not have too much interest, but they are predisposed They get tired, some activities last for only 3 months.

17. Have you heard about alternative and active educational methods, such as Montessori and Creative learning?

Yes

Only Montessori

Yes, we do not apply Montessori, but we have thematic classrooms, I think there are some links.

We did a training course about emotional ecology, which consists in forming creative, loving, peaceful and autonomous people

18. If so, what do you think about these methods and their compatibility with your educational system?

They are very interesting but there's no enough training on them, specially on how to go from theory to practice. It would be very interesting if we could motivate more children with them.

Yes, it is compatible... but Montessori materials are expensive, and only available to a few (small cooks, small chairs, ...), and schools also require to have trained staff.

They have to be compatible; I think all the schools should add... I cannot see another way of doing school.

Yes, it is compatible. We want to improve.

19. Would you wish to add any comment?

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We intend to work to have happy children who are motivated by learning, through experimentation, creativity, and who know how to cooperate and work in a team. And not only the children, but the entire educational community.

3.3. GIRONA Teachers' qualitative interview

1. How many mother tongues are there among your pupils?

All of the teachers that answer this question report to have at least 4 languages among the pupils in their classroom, being 5 the most common answer. The percentages going from four up to more than 20 languages are the following:

Number of mother tongues	4	5	6	7	8	9	More than 10	More than 20
%	25	31	12	12	2	10	6	2

We want to remark that the numbers are not exact, since some teachers use the word “about”, “at least” or “more than” or “approximately”.

There are also some teachers that report to not knowing it because they are not in charge of a whole classroom, instead they are attending pupils with special necessities or doing small group activities. This is probably also the case of teachers reporting very many languages (more than 10 and more than 20).

2. How would you describe the participation of your pupils within the class?

There is a broad consensus among teachers that in multicultural classrooms there is an active participation. 53% of them say that participation is very active. A third of them emphasize that children are motivated, eager to learn and curious. In addition, 17% of them mentioned that the students are participative, dynamic and willing to collaborate.

It is also interesting to note that 10% of teachers have expressed that participation in these schools is normal, as in any other school.

Some of the participation problems mentioned by teachers are the following: In early childhood education, children are not yet proficient in the new language, so participation is more complicated (6% of teachers); Students lack the habit of participating in an organized way, they find it difficult to control themselves and respect who is speaking (6% of teachers); They have trouble following rules and there are some behavioral problems (6% of teachers); They all talk at the same time, and there is a high volume inside the classroom (4% of teachers); Participation is usually led by specific students in each classroom (4% of teachers);

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Sometimes participation is complicated because of a lack of vocabulary (4% of teachers).

Finally, some teachers also mentioned some other relevant data: such as that the proposed activities must be short in order for participation to be good; that students enjoy play-related activities; or that it is evident that most students do not participate in extracurricular activities or go on excursions or weekend activities with their parents.

3. How would you describe the relations among pupils in your class? Are there strong group identities? How to explain these cleavages?

Most teachers believe that there are positive relations among students. 52% of them explicitly state that these relations are cordial and healthy. It is important to note that 21% of them have mentioned that the divisions between groups are due more to character and strong personal identities than to cultural group.

15% of the teachers mentioned small conflicts of cohabitation between students, and some very rare aggressive behaviour.

It is also important to highlight that 15% of teachers have pointed out that the main divisions are by sex, rather than by cultural group. Boys and girls are in different groups both inside and outside the classroom.

Other interesting comments from the teachers have been: there is no dominant cultural group; in the playground the children are grouped by hobbies and affinities; there is no racism among different ethnic groups.

It's a matter of concern to see that although it was said that there was no racism in school, some teachers (4%) had stated that some of the children's families had fostered feelings of superiority over other cultures, making social integration difficult.

4. How would you describe the nature of relations between pupils, from competitiveness to cooperation?

It seems that in the schools interviewed, there is a general perception that students are more competitive than cooperative. 40% of teachers explicitly state that there is more competition than cooperation among their students. However, 12% of them say the opposite: cooperation prevails over competition.

Only 10% of teachers have emphasized that their students like to cooperate and help each other. But a significant percentage of them (13%) say that good classroom guidance from the teacher can help promote this cooperation.

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Some of the schools interviewed promote the mixing of students of different ages within the classroom, and there are some teachers who have pointed out that this helps to promote cooperation between students.

In general, there are several observations that indicate that children are often individualistic, that they find it difficult to share and that they do not accept defeat.

5. Would you say refugee/migrant children have specific needs? Explain.

Teachers have the perception that the main need that students have has to do with their linguistic skills in the language used in the educational system (Catalan, in the first place; Spanish, in the second place) (47%). They also stress the need for emotional support, especially in the early stages of their arrival at school: the migration process is often traumatic and they need support to manage the new situation (26.4%). They also have difficulties in adapting culturally (24.5 %) and in integrating into the European society (11.4 %). Although only 15.1% admit that these students do not have special needs, It's general the idea that being an immigrant is not an educational problem by itself: it is so only when the circumstances are negative. Other found issues are these:

- 47.0 % linguistic skills, linguistic knowledge
- 26.4 % emotional support
- 24.5 % cultural knowledge
- 15.1 % nothing
- 11.4 % social integration
- 9.4 % family support
- 7.5 % material support
- 3.7 % context knowledge
- 2 % learning support
- 2 % hygiene

6. What would you need for responding to theirs?

Teachers indicate that there are two main needs: human resources (33.9%), especially in terms of having more than one teacher in each classroom; and material resources (infrastructure, educational materials, technology) (22.6%). They also indicate that they would need better specific training (20.7%), better classroom and diversity management strategies (12.2 %) and more time to prepare classes and to attend to students properly (15.1 %), to coordinate with other colleagues (9.4 %). Linked to the idea of having more teachers per classroom, there is also the idea of reducing the ratio of students per class (13.2%). Other aspects found in the analysis of the interviews are the following:

- 33.9 % human support at classroom
- 22.6 % material resources
- 20.7 % special training

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- 15.1 % time
- 13.2 % teaching strategies
- 13.2 % smaller groups
- 9.4 % coordination
- 9.4 % institutional support
- 7.5 % flexibility
- 3.7 % reflection
- 3.7 % global perspective
- 2 % professional attitude
- 2 % perspective swift
- 2 % emotional work
- 2 % family report

7. Do the national educational system and/or the civil society offer further education training programmes for teachers in order to respond to those needs?

Teachers feel that the Departament d'Ensenyament (the Catalan educational institution) does not offer the training proposals they need (39.6%), or not in a global sense (15.1%), or that such training is not enough (18.9%). Many teachers are unaware of the existence of such training (9.4%), which should be added to this lack of training. Finally, a few teachers feel that they have sufficient training (7.5%), although some consider it expensive (5.6%) or unrelated (5.6%). Other found issues are the following:

- 39.6 % not at all
- 18.9 % a few
- 15.1 % not in a global sense
- 9.4 % I don't know
- 7.5 % yes
- 5.6 % many, but unrelated
- 5.6 % many, but expensive
- 2 % progressively less

8. According to you, what are the main values promoted by your national educational system? Please discuss them.

Discipline / Performance / Respect / Autonomy / Cooperation / Assertiveness/ Politeness / Debate / Consensus / Competitiveness

The most frequent main value appearing in teachers' answers is "performance", being mentioned by 70% of the teachers. Most of them remark that this is a

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demand from the educational system because of the diagnosis tests children and schools are subject of. Many of them also remark that even if the educational system gives more importance to values such as performance, discipline, competitiveness, they, as teachers, and their school do not share this opinion and they give more importance to other values such as cooperation, debate, assertiveness, and related values. Many also remark that the educational system is slowly changing and it's starting to increase the importance of these values. Some of them say that educational system gives importance to all the proposed values but only measures performance. Some of the values are correlated in the answers: when "competitiveness" and "discipline" appear normally it goes together with "performance". Consensus, debate, cooperation and assertiveness also normally go together. Autonomy, respect and politeness appear in both groups. Some teachers add values that they think are important and they promote with their pupils such as hard work and empathy.

Value	Percentage of teachers mentioning	Value	Percentage of teachers mentioning
Discipline	26 %	Assertiveness	34 %
Performance	70 %	Politeness	30 %
Respect	57 %	Debate	30 %
Autonomy	60 %	Consensus	23 %
Cooperation	55 %	Competitiveness	34 %

9. Have you heard about alternative and active educational methods, such as Montessori and Creative learning?

Almost everyone (96%) has heard about these methods, but the vast majority (76%) say they know things about Montessori method. Few of them (4%) associate Creative Learning with alternative methods, related to creativity, emotions, projects, and even one teacher asks if Creative Learning refers to Waldorf's approach.

10. If so, what do you think about these methods?

All the interviewed teachers think these methods are interesting and could help them a lot. Some of them highlight that could be useful because teachers respect and take into account that children learn with different velocities (15%), foster autonomy (13%), children work in a manipulative way and in cooperation (8%). For example one of them says "I like the fact that the child is the protagonist of his learning and that teachers observe his small discoveries and small steps forward. The spaces are very welcoming with warm colors and the materials used by children are real! This connects directly with real life. I have never been in a classroom like this, and I really would like to live it".

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Some of them think that it is necessary to combine and adapt some ideas of these methods (11%) and apply what the teacher thinks that can work with their class and students. Some say that these methods have already proved successful (8%). But, some of them also think that implementing Montessori will be costly, because it requires specific materials, spaces (it is necessary to adapt the classrooms), time requirements (classes longer than 50') and human resources (more teachers are needed) (20%). A few think that these methods are only for private schools (5.5%). Some teachers also specify that they will need training to adapt or apply some of these techniques in the classroom (15%).

11. Are there gaps in the educational performance between native and migrant students? If yes, which are they?

From the interviewed teachers, 66% of them answer yes, 23% answer no and 11% do not give a specific answer. Nevertheless, all teachers develop their answers and, in general, affirmative, negative or indefinite answers converge on the reasons why there can be noticeable differences in performance. The main gap is related to language issues and has to do with local languages not being the mother tongue of immigrant children and being used only at school (57% of the teachers mention language in their answers, independently of what their answer was). Many point out that this is specially noticeable when children enter in the school system and the gap is less noticeable as the children acquire fluency in the local languages. They remark that the gap can also be related on how late these children entered in the school system and also on their previous experience and after school experience. Another source of difference can be the stimula or motivation they encounter in after school environments, also poverty or living in underprivileged neighbourhoods. Some of the teachers point out different views of education in different cultures. Some of the phases are:

- *There are more immigrant families that relate education with discipline and learning based on repetition,*
- *There are too many variables to compare performance between natives and immigrants*
- *there are only differences in language fluency, the rest of the differences depend on family support.*
- *Capacities do not depend on origin.*
- *Some immigrant children have more discipline and have high level of capacities which brings them to be persistent in pursuing their objectives.*
- *Not always. Students with high capacities normally stand out either they are immigrant or not. The differences sometimes are in the support they receive.*