

WEEK – 1: Before classes start

Week 1
Preferably before school starts

Let's get this straight!

- ✓ Record name and background of the new student
- ✓ Provide a thorough tour of the school
Meet with subject teachers, School staff including the school counsellor and nurse and familiarize the student with important rooms.
- ✓ Familiarize the student with subject expectations
You may refer to the toolkits on the website
- ✓ Use toolkits to understand students
Tip: Refer to Gain, Pains, Ideas and Questions and Dreams & Nightmares

The following activities can be done with the parents of the student. Refer to the Teacher's Dashboard on the AdaptEd website for more information and tips

NAME _____
AGE _____
SCHOOL _____
CLASS _____
CLASS TEACHER _____

DREAMS NIGHTMARES

GAINS PAINS

QUESTIONS IDEAS

- **Personalized Introductions:**
 - Share transfer student names and backgrounds.
 - Acknowledges individuality and fosters a supportive environment.
- **Guided School Tour:**
 - Familiarizes transfer students with the physical layout.
 - Introduces staff and teachers, building a sense of community.
- **Subject Expectations Discussion (Parents & Students):**
 - Sets clear academic goals for transfer students.
 - Provides an overview of curriculum, assessments, and classroom dynamics.
- **Facilitation Toolkit: Gains, Pains, Ideas, Questions, Dreams vs. Nightmares:**
 - Explores students' experiences (gains, pains, ideas, questions), and aspirations (dreams, nightmares).
 - Provides educators with valuable insights for a more empathetic and personalized learning journey.

WEEK - 2

- **Subject Evaluation:** Use a 3x2x1 method to assess strengths, weaknesses, and a key area for teacher focus in each of 3 core subjects.
- **Syllabus Review:** Regularly discuss syllabus progress, addressing challenges and adapting strategies to ensure comprehension.
- **Resource Provision:** Provide supplementary resources (readings, online references, exercises) to cater to diverse learning needs.
- **Buddy System:** Implement a buddy system to promote peer learning, collaboration, and a supportive classroom community.

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Week 2

The week the new student starts school

- Using 3 + 2 + 1 method to understand the student's academic standing.
- Discuss how far along the syllabus is
Each of the subject teachers will brief the student and parents about the syllabus and make a to-do list.
- Teachers to provide resources to new students
- Teachers are required to assign new students with a buddy who helps with the academics

The following activities can be done with the with the parents of the student. Refer to the Teacher's Dashboard on the AdaptEd website for more information and tips

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3 x 2 x 1 MODEL

3 subjects that need special attention

2 subjects that the student excels in

1 aspect the teacher needs to know about the student.

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TO DO LIST Math

WEEK – 3

Week 3

This week will be dedicated to helping transferring students to integrate in class

Group projects to be conducted.
This include light-hearted group exercises. It will also be incentivized as extra-credit

Team-building and group activities can **facilitate social integration, improve communication skills, boost confidence, encourage collaboration and conflict resolution.** These activities help transfer students connect with their peers, reduce feelings of isolation, and foster a sense of belonging in their new school. **Students build strong relationships, develop important life skills, and enhance their overall well-being, making the transition to a new academic environment smoother and more positive.**

Consult the Teacher Dashboard for additional details regarding which activities yield the most favorable outcomes for transfer students.

Invent a new "creation"

This activity encourages creativity, teamwork, problem-solving, and presentation skills while fostering collaboration and critical thinking. It also inspires an interest in entrepreneurship and innovation.

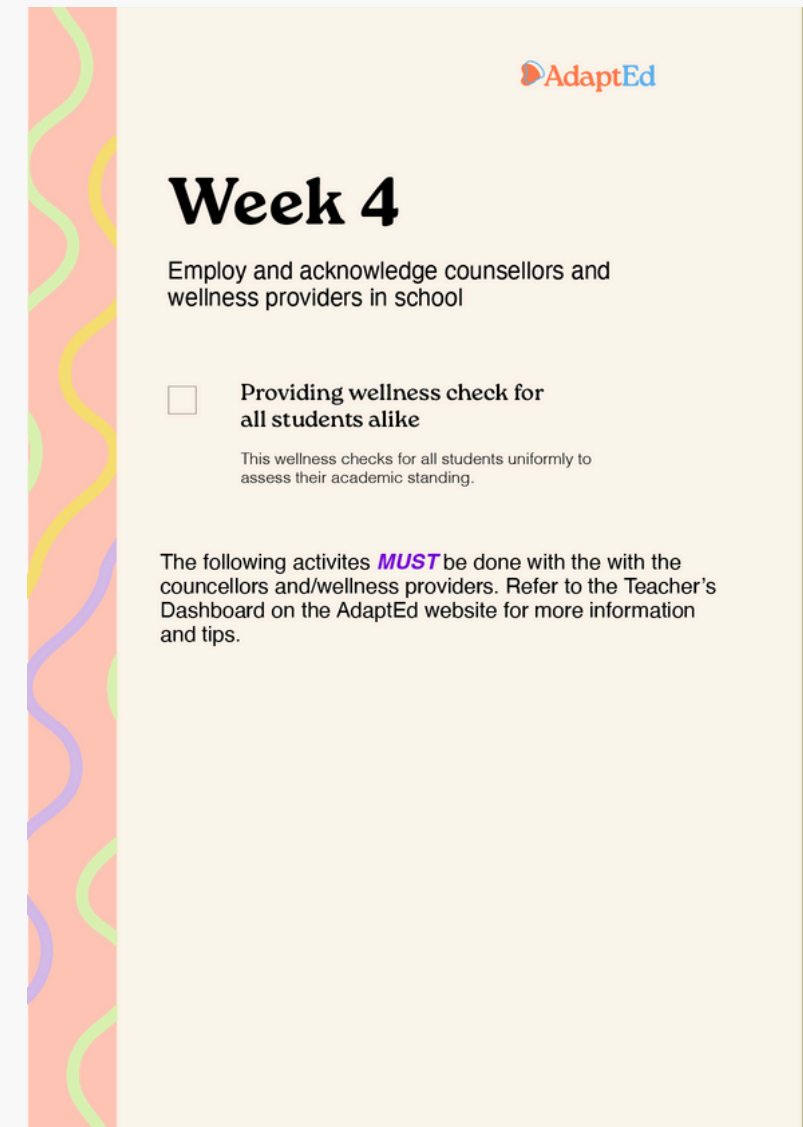
Step 1 Organize students into groups of 5-6.
Step 2 Provide them with a prompt to invent or craft something innovative.
Step 3 Allocate time for research and brainstorming on the topic.
Step 4 Define roles based on teacher-provided guidelines.

Step 5 Initiate the process of conceptualization and ideation.
Step 6 Showcase and share ideas within the class.
Step 7 Encourage students to engage in cross-questioning and offer feedback.

- **Week 3 Focus:** Supporting Transfer Student Integration
- **Social Integration Activities:**
 - Team-building and group activities
 - Lighthearted group exercises (incentivized as extra credit)
- **Benefits:**
 - Improve communication skills
 - Increase confidence
 - Encourage collaboration and conflict resolution
 - Establish connections with peers
 - Reduce feelings of isolation
 - Cultivate a sense of belonging
 - Build strong relationships
 - Develop essential life skills
 - Contribute to overall well-being
- **Goal:** Smoother and more positive transition for transfer students

WEEK - 4

- **Proactive Student Support:** Implement comprehensive wellness checks for all students (mental, emotional, physical health) to identify potential concerns early.
- **Inclusive Approach:** Extend wellness support to all students, regardless of background, demonstrating a commitment to the entire school community's well-being.
- **Empowered Professionals:** Actively utilize and acknowledge counselors and wellness providers. Leverage their expertise to address diverse student needs through guidance and counseling services.
- **Strengthened Support Network:** Recognizing mental health professionals strengthens the support system for students and promotes a culture of openness and mental health awareness at school.
- **Holistic Wellness:** Integrate art and music therapy for creative self-expression and emotional processing, addressing both cognitive and emotional aspects of well-being.



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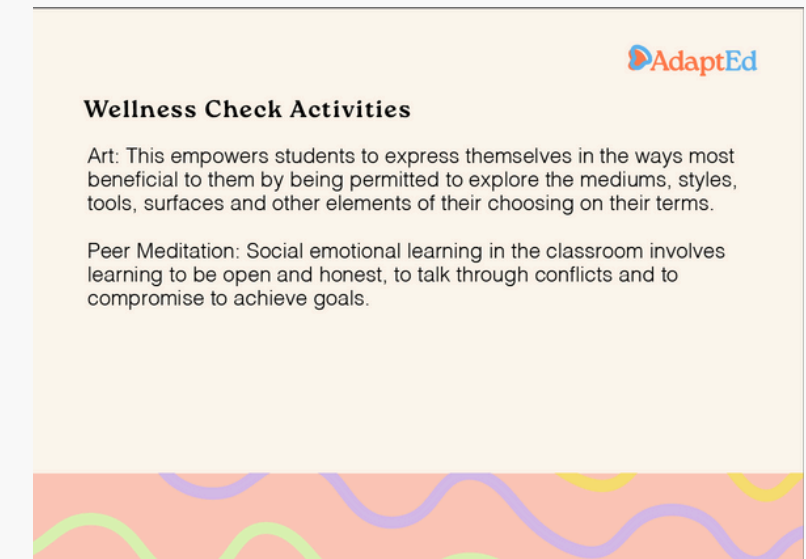
Week 4

Employ and acknowledge counsellors and wellness providers in school

Providing wellness check for all students alike

This wellness checks for all students uniformly to assess their academic standing.

The following activities **MUST** be done with the with the counsellors and/wellness providers. Refer to the Teacher's Dashboard on the AdaptEd website for more information and tips.



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Wellness Check Activities

Art: This empowers students to express themselves in the ways most beneficial to them by being permitted to explore the mediums, styles, tools, surfaces and other elements of their choosing on their terms.

Peer Meditation: Social emotional learning in the classroom involves learning to be open and honest, to talk through conflicts and to compromise to achieve goals.

CONCEPT TESTING

A document designed to provide teachers with a checklist.



7 testings

- 5 Transfer Students
- 2 Parents

70% had an positive experience engaging with AdaptEd



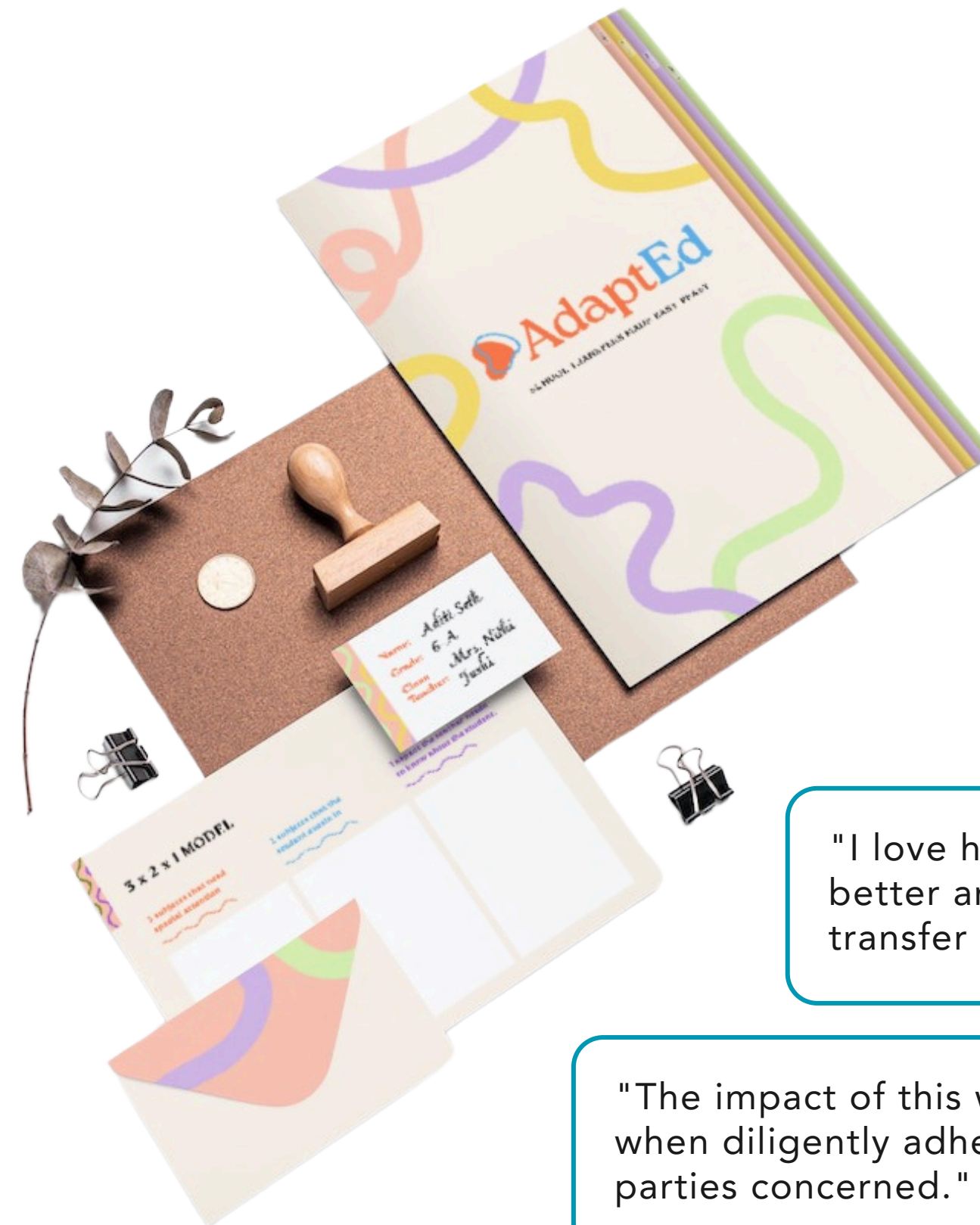
80% believe that engaging this on-boarding exercise was beneficial



75% agreed that the facilitation techniques effectively helped students



80% agreed that the wellness check enhances student support



*Although all participants enjoyed every week, **Weeks 1 and 3** emerged as the preferred choices.*

Comments:

"Teachers might not give priority and could end up hurrying through the process."

"I like that increased interaction here eases challenges for transfer students."

"I love how this assists teachers in better analyzing and supporting transfer students."

"The impact of this will be significant when diligently adhered to by all parties concerned."