

Individual Learning Assistance



Pforzheim, May 17th 2010

ENZKREIS

Individual Learning Assistance

Background

- ◆ Project was initiated in 2006 by the State Baden-Württemberg Ministry of Education
- ◆ Carried out in regional counties
 - within Enzkreis county, project is coordinated by pedagogic expert
 - meanwhile about 60 learning assistants in Enzkreis

Objectives

- ◆ Support of young people during transition between school and job
- ◆ Pupils with inadequate grades and/or migration background to be assisted
- ◆ Senior, but also younger people should provide care on an individual, one to one, relation

Target Groups

- ◆ Pupils from classes 8 and 9 in secondary schools and schools for children with learning difficulties

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Tasks

- ◆ Learning assistants submit personal support to each pupil during a dedicated period of time; usually one to two years
 - on voluntary basis
- ◆ In average 2 hours are to be spent per week and individual
- ◆ Support in the main subjects
 - mathematics
 - German language
 - English language
 - but also other subjects (e.g. physics, history etc)
- ◆ To give assistance when applying for apprenticeships
- ◆ To give support in speaking, reading and writing of German language for pupils with migrational background
- ◆ To remind pupils of soft-skills, such as
 - reliability, politeness, punctuality

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Support

- ◆ Regular seminars are offered to learning assistants
 - exchange of experience
 - lectures on learning methods from teachers and psychologists
 - presentations of the Job Centers on applicable jobs
- ◆ Accident - and liability - insurances for the assistants

Relations

- ◆ The learning assistant is communicating with
 - pupil and her/his parents
 - teacher(s) and sometimes with the headmaster
 - project coordinator and other learning assistants

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Voluntary Assistance for young Learners

My motivation

- ◆ not to lose contact with young people
- ◆ more free time as my own children are grown up
- ◆ wish to help
- ◆ put my own profession into practice

What's good to have

- ◆ flexibility in time
- ◆ patience
- ◆ comprehension, empathy
- ◆ friendliness
- ◆ experience with children
- ◆ no expectation of better grades

The problems I had to deal with

- ◆ reliability
- ◆ adolescent behaviours
- ◆ school is felt as a burden
- ◆ no future-orientation
- ◆ lack of curiosity
- ◆ weakness of concentration
- ◆ too few hours per week
- ◆ demotivation due to bad grades

What I want to encourage

- ◆ curiosity and readiness to ask questions
- ◆ to enjoy learning
- ◆ self-confidence
- ◆ keeping one's exercise books with care

What I would like to change

- ◆ learning assistance should begin in primary school or at least at the beginning of secondary school
- ◆ pupils help pupils: Setting up of learners networks
- ◆ learning in mini-groups of 2-3 pupils

Conclusion

- ◆ on the whole I evaluate the project as a positive contribution for students with migration background. It can be helpful for them to speak German for an hour without being graded again.
- ◆ the choice of subjects is illimited and may be adapted to the wishes of the pupil and the experience of the assistant.
- ◆ being praised also for less perfect performances is decisive, which is not often the case in everyday school life.
- ◆ permanent encouragement is necessary