



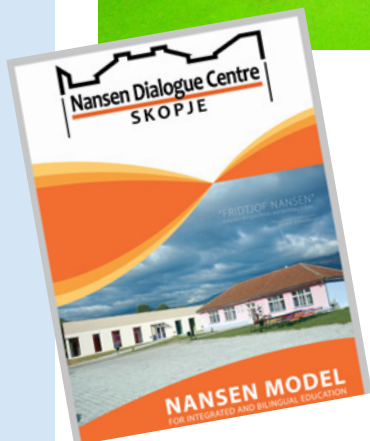
Nansen Model for integrated education

Manual for parents

NANSEN DIALOGUE CENTRE SKOPJE
Team for education, training and development

2012

- 2 Introduction
- 4 About the nansen model for integrated education
- 7 Characteristics of the nansen model for integrated education
- 8 Integration of regular teaching and extracurricular activities
- 10 Characteristics of the extracurricular activities
- 11 Students and parents – active partners in the education process
- 11 The role of the students
- 12 The role of the parents
- 13 The benefits for you and your child by participating in integrated extracurricular activities
- 14 Attachment - Assistance with studying
- 21 Literature



Dear Parents,

The Nansen model for integrated education is a new model of education in Republic of Macedonia, which enables successful integration of students, parents, teachers from different ethnic communities through a modern upbringing and educational process. Besides integration, the second important and essential component of this educational model is bilingualism, through which every child has the opportunity to foster his native language, culture, tradition, but at the same time to also spontaneously “learn” the non-native, second language, and to get familiar with the cultural heritage of the other ethnic communities in the Macedonian society.



Author and Publisher
Nansen Dialogue Center Skopje
 January 2012

“Nansen Model for Integrated education: Manual for parents” by Nansen Dialogue Skopje/ Nansen Dialogue Network is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License](https://creativecommons.org/licenses/by-nc-nd/3.0/)

INTRODUCTION

Republic of Macedonia has always carried the mark of a social community that is being built on the principles of respect and tolerance, as a prerequisite for nurturing numerous diversities of a language, religious and cultural character. Therefore, the model for integrated education is the best bridge for overcoming tensions, conflicts, stereotypes and prejudices, arising due to the insufficient knowledge for each other.

The Nansen model for integrated education offers a possibility for skillful connecting, integrating the material from mandatory and extracurricular character, enriching at the same time the extracurricular material with the bilingual and game approach during its implementation. The integrated extracurricular activities help acquiring many life skills, upgrading the knowledge gained at the regular teaching process, boosting self-esteem, the positive image among the students about themselves, but primarily focusing on the process of socialization and integration of students from different ethnic communities.



THE PURPOSE

The purpose of this Manual is to inform you in details about the specifics of the schools that apply the Nansen model for integrated education, i.e. with all their advantages and acquisitions.

Parents are our most important supporters and promoters. In the programs for implementation of the integrated extracurricular activities, an important place has been dedicated to the continuous cooperation with the parents and families of the students involved in the implementation of the integrated extracurricular activities.

By upgrading and expanding this model of education, we are at the same time investing in the future of our educational system, but above all, in the future of the children.

*The Team for Education, Training and Development
at Nansen Dialogue Centre Skopje*



ABOUT THE NANSEN MODEL



THE NANSEN MODEL for integrated education is a new, modern education model, which promotes and supports the integration processes in the schools with mixed ethnic composition of students in the multiethnic municipalities in Republic of Macedonia.

THE BASIS for development of such educational model has started with the opening of the **first integrated primary school "Fridtjof Nansen"** (at Central Primary School "Semsovo"), which began its operation on 01 September 2008 in the village Preljubiste, Jegunovce Municipality.

INTEGRATION AS A COMPONENT is one of the basic characteristics of this educational model, and it can be seen from several aspects. It is a model that supports the integration of students who belong to different ethnic communities, who study together and follow the teaching process (each in their native language) in the same school facility, in the same shift. We are stressing these



moments due to the more and more frequent organizing of the educational process (in schools with ethnically heterogeneous structure of students and employees) in so called ethnic shifts; there is even a complete physical separation of the students in different school buildings. Besides promotion of the integration of the students, as a consequence, there is also integration of the teaching staff from different ethnic background, and certainly, a very important benefit is the integration between the parents of the enrolled students.



Integration can be also seen in the organization of the teaching process within the schools that are implementing the Nansen model for integrated education, i.e. the material of extracurricular character is closely correlated with the mandatory teaching material, meaning that the integration of the material from the official curriculum and the programs for activities of informal, extracurricular character is done in a very careful manner.

ABOUT THE NANSEN MODEL

THE BILINGUAL COMPONENT

is present every day, because after the end of the regular teaching (which is being carried out on the students' native language), extracurricular activities are organized for all students on a class level, which clearly implies the need of a bilingual approach in them.

In order to perform the activities bilingually, the teachers involve themselves as a tandem when shaping the extracurricular material, which is also a base for the integrative processes in the school, and an indicator at the same time that the components integration and bilingualism are closely interrelated and conditioned.

THE FIRST INTEGRATED SECONDARY SCHOOL

(within VSS "Mosha Pijade" Tetovo), which has been officially launched on 01 September 2010, also in the village Preljubiste, Jegunovce Municipality is striving towards the same features and qualities.



From the academic 2010/2011, the implementation of the integrated teaching process has also started in **Strumica Municipality**, in two classes in first grade in the **CPS" Marshal Tito"** (in Macedonian and Turkish), whereas at the beginning of the academic 2011/2012, the Nansen model for integrated education started to get implemented at **MPS "Atanas Nivicanski", Vasilevo Municipality** and at **MPS "Rajko Zinzifov", Cair Municipality, Skopje**.

"As a result of the 10-years work on promotion and facilitation of a dialogue and a program for reconciliation in post-conflict and segregated communities, the team of Nansen Dialogue Center from Skopje has begun to develop and practically apply a model for Integrated and bilingual primary and secondary education in 2007."



VISION

VISION OF THE NANSEN MODEL FOR INTEGRATED EDUCATION

The vision of the Nansen model for integrated education is creating a high quality and representative educational model which will represent a role model for equal opportunities and access to education of all ethnic communities in multiethnic environments.

A contemporary integrated educational model that fosters, encourages and integrates multiethnic values, bilingualism at the same time promotes and supports partnership relations between students, teachers and parents, encourages community participation through establishing harmonious relations based on respecting differences.

MISSION

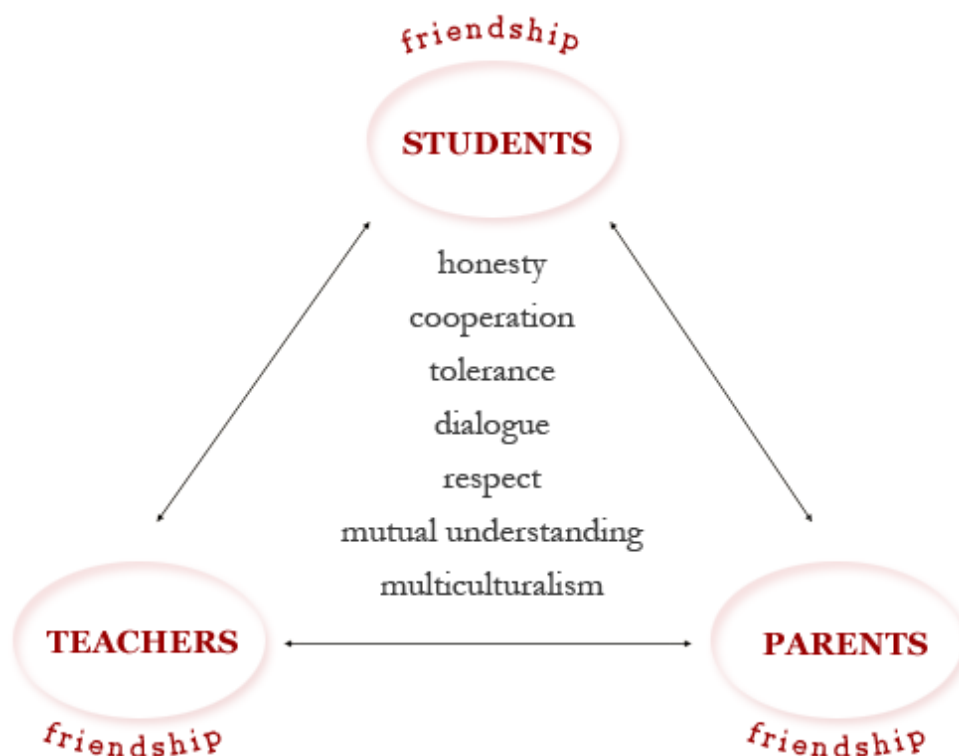
MISSION OF THE NANSEN MODEL FOR INTEGRATED EDUCATION

The mission of the Nansen model for integrated education is interethnic integration through a contemporary, multiethnic, upbringing educational facility which will provide high quality education through curricular and extracurricular activities. The inventive integrated extracurricular activities through the individualized approach towards each student, the bilingual approach, as well as the continuous team and tandem method of work have an influence on the improvement of the quality of the overall educational process, and on the development of numerous competencies and life skills among the students, teachers and parents necessary for a quality coexistence in communities of a multiethnic character.

THE NANSEN MODEL FOR INTEGRATED EDUCATION PROMOTES:

- » *Cooperation and dialogue as a tool for solving problems and bringing communities closer,*
- » *Mutual respect between students and their families from different ethnic, religious and cultural backgrounds,*
- » *Equal opportunities and treatment for all student by fostering positive relations and mutual trust,*
- » *Cherishing the important values in the society such are: respecting the differences, open communication, dialogue, tolerance, constructiveness when handling conflicts and overcoming stereotypes and prejudices.*

In order to fulfill the vision, there is a crucial need for the continuous functioning of the triangle between the students, parents and teachers:



CHARACTERISTICS OF THE NANSEN MODEL

THE NANSEN MODEL FOR INTEGRATED EDUCATION ENABLES THE STUDENTS, PARENTS AND TEACHERS:

- » To deepen the constructive cooperation relations between children from different ethnic communities,
- » To develop sense among the students about respecting mutual differences,
- » To overcome the stereotypes and prejudices, related to their ethnic, religious and cultural origin,
- » To resolve conflict situations in the group,
- » To develop a positive emotional climate in the group with heterogeneous ethnic structure, in order to maintain a high index of group cohesion,
- » To expand the active vocabulary of the students with terms and cultural and social phrases from the non-native language,
- » To strengthen the interaction, cooperation and confidence between the teachers and parents from both ethnic communities,
- » To develop the talents and abilities of the children in accordance with their individual potentials,
- » To support the curiosity and originality of the children, as well as their creative potentials,
- » To develop the logical, flexible, divergent and critical thinking of the children.

This type of educational model has many specifics, but also news for the Macedonian educational system, which represents a very important step forward towards the promotion of the modern educational tendencies.



TEACHING PROCESS

The Nansen model for integrated education besides the mandatory implementation of the regular educational process in Macedonian and Albanian (also in Turkish, starting from the academic 2010/2011), is also promoting extracurricular bilingual activities (of informal character) that are being carried out on a daily basis.

The regular teaching process is being completely carried out in accordance with the national curriculum for primary education in duration of nine years, i.e. according to the curriculum and programs from first till ninth grade, prepared and approved by the Bureau for development of the education in Republic of Macedonia.



As per the current Law on Primary education (2008), the upbringing and educational work in the school is being carried out in Macedonian and its Cyrillic alphabet, but also in the language and alphabet of the Albanian, i.e. Turkish community. That is why, the regular educational process is being carried out in each class, in one language, i.e. on the mother tongue of the students.

Unlike the mandatory teaching process, the extracurricular activities are of an informal character and their main acquisition is the bilingual approach.



These activities are being carried out according to the Annual Programs, created by the Team for education, training and development within the Nansen Dialogue Center, Skopje.

In order to overcome the possible discrepancy between the regular and the extracurricular teaching process, the programs for the integrated extracurricular activities are created in correlation with the national curriculum for primary education. Integration and linkage has been made between the formal and the informal educational process, which is one of the specifics of the Project.

The integrated extracurricular activities are of a different character, several Annual Programs have been prepared for them. Below are some examples of programs planned for the implementation of the integrated extracurricular activities organized in several sections.

TEACHING PROCESS

PROGRAM PLANNED FOR FIRST GRADE:

- Art section
- Drama section
- Eco section
- Ethno section
- Program: Education for peace and tolerance.

THE PROGRAM FOR SECOND GRADE has planned the implementation of the following sections:

- Art section
- Drama section
- Math section
- Traffic section
- Young researchers section.

IN THE THIRD GRADE the extracurricular activities are organized in the following sections:

- Math section
- Young researchers section
- Eco section
- Art section
- Program for education for peace and tolerance,

whereas **IN FOURTH GRADE:**

- Young constructors section
- Art section
- Ethnic section etc.

In the first integrated secondary school, according to the Program for extracurricular activities, it is provided that the extracurricular activities will be carried out three times a week.

Some examples of the sections for the first two academic years are: Drama, Art section, as well as a Program for education for Peace and Tolerance (in the first year), i.e. Nansen sports club, Ethnic section and the section: Me and the others (in the second year).

The fund of mandatory teaching classes in the secondary school is much bigger than the one in the primary schools, due to which the number of the extracurricular activities has been reduced.

Certainly, new Programs for integrated extracurricular activities are being prepared each academic year, contents wise adjusted with the age and the interests of the students, as well as with the curricula for the appropriate grade (or year) that the students are attending.

All material of extracurricular character is closely correlated with the mandatory teaching material, and that is why it enables expanding, upgrading and improving the knowledge and skills of the students.



EXTRACURRICULAR ACTIVITIES

THE EXTRACURRICULAR ACTIVITIES

are a bridge through which the children from both ethnic communities have a possibility and space for mutual, everyday gatherings, spontaneous, free communication, cooperation, assistance, mutual learning, spending time together. When creating the extracurricular activities, it was necessary to always have in mind the following questions: Which and what kind of activities would children like to attend every day? How should the activities be organized in order to keep the attention and motivation of the children? What areas are in the focus of interest and curiosity of the students?

Knowing that in the regular teaching process there is always a lack of space for promoting the game, the research activities and projects, and in order to overcome

this situation in our classrooms, the extracurricular activities have immediately proven to be an excellent choice and a form for organizing rich, motivating, creative game activities, through which the attention of all children can be attracted, but also their motivation for these activities will be continuously fostered. That is why the various game situations are the basis through which an immediate cooperation, rapprochement and connection of the students from different ethnic background can be easily reached.

In order to achieve dynamics, varieties of the activities, it is planned that each day, there will be one activity within one section (since each academic year Programs for five sections are being prepared, during one working week, activities from all five sections are being realized, from first till third grade; whereas



from fourth grade, these activities are being carried out three times per week, due to the increased fund of classes within the regular teaching process). Their schedule is determined by the responsible teachers, but it is important to emphasize that this schedule is flexible to the maximum and that it should always accommodate the current school events or more important events on a local, municipal level; for example, the birthdays of the children are always jointly celebrated within the extracurricular activities, as well as the national and bigger religious holidays).

The extracurricular activities should be in function of development of the children's talents, skills, abilities, as well as in direction of strengthening their self-confidence, the positive picture about themselves, but also the positive relation and image about the school.



THE ROLE OF THE STUDENTS

Students and parents are the main most important partners, supporters of the Nansen model for integrated education. Special attention has been paid to the relation towards the students as an equal subject in the shaping and creating of the regular teaching process, but also of the extracurricular activities.



When creating the extracurricular activities, it is necessary to respect the previous knowledge, desires, interests, abilities of the students. That is why, the individualized approach should be continuously promoted through the extracurricular activities, where the complexity of the tasks will be appropriate to the development possibilities of the students, but will at the same time contain a small "dose" of material, which will be in function of encouraging the development, i.e. will be in the zone of the future development.



The immediate realization of the extracurricular material is clearly leading us to the conclusion that the everyday planned material (within all existing sections) is being prepared and presented on different difficulty levels, in order for all students to be able to independently reach the desired final product, result. It is an obligation of the teachers to identify the speed and tempo with which each student will be able to realize the assigned goal and not to be discouraged or demotivated at the same time because of the complexity of the current activities – that is why, a skillful teacher will know how to trace and direct the path of the student, so that he could independently or as an active member of the team, contribute to the realization of the goal.

THE ROLE OF THE PARENTS

Parents are an important chain in the everyday uninterrupted functioning of the integrated extracurricular activities. Without their support, efforts and positive energy, our schools and classes wouldn't have achieved the current results. In order to promote their role and active participation in the shaping of the school activities, each year Programs for cooperation with parents are prepared, which provide different forms of activities, with the purpose of a constructive cooperation on the relation: parents – school – expert team – school management, but also an open and flexible communication during the whole academic year.

The main goals of the programs are:

- Promotion of the cooperation and confidence of the parents towards the school and the teachers' staff;
- Promotion of an active role of the parents in the creation, carrying out and evaluation of the regular teaching and extracurricular activities;
- Strengthening the cooperation relations between the parents from different ethnic, religious, cultural background;
- Increasing the life skills of the parents and creating habits for their continuous self-education;
- Encouraging the self-confidence of the parents, as well the positive relation towards the community.



THE ROLE OF THE PARENTS



THE PROGRAM FOR COOPERATION WITH PARENTS

sets for realization of several educational and creative workshops, which will enable the active participation of the parents in the careful monitoring of the overall children's development and its all phases, stadiums and specifics.

Besides the educational workshops, there are also several other activities planned with the parents, such as: creative workshops, open days, family celebrations of birthdays in the school, celebrating the religious holidays in the family of some of



the students, joint realization of excursions, picnics, organization of ceremonies due to New Year's, 08 March, 17 May – the Constitutional Day of the Kingdom Norway, as well as the end of each academic year.

This way, the parents become partners of the school when selecting and shaping the material and the activities.

Each academic year, various activities are organized for parents, as part of the permanent lifetime education, and where there are preconditions and interest NDC Skopje organizes activities



such as: courses for improving their computer skills, courses for learning Macedonian, Albanian, English etc.

The parents are also continuously giving a significant contribution through the voluntary involvement in various activities, such as: arranging the school yard, changing the roof of the school etc., which is a clear confirmation that integrated schools are an important part of the local community, i.e. an important instigator of positive examples and events within the Municipality.



THE BENEFITS

The benefits for you and your child by participating in integrated extracurricular activities

Including your child in the integrated extracurricular activities is the best investment for his future, because owing to them, the students become persons enriched with skills, knowledge and desire to contribute to building the real values in the society, such as: respecting diversity, open communication, dialogue, tolerance, constructiveness in the conflict management and overcoming stereotypes and prejudices.

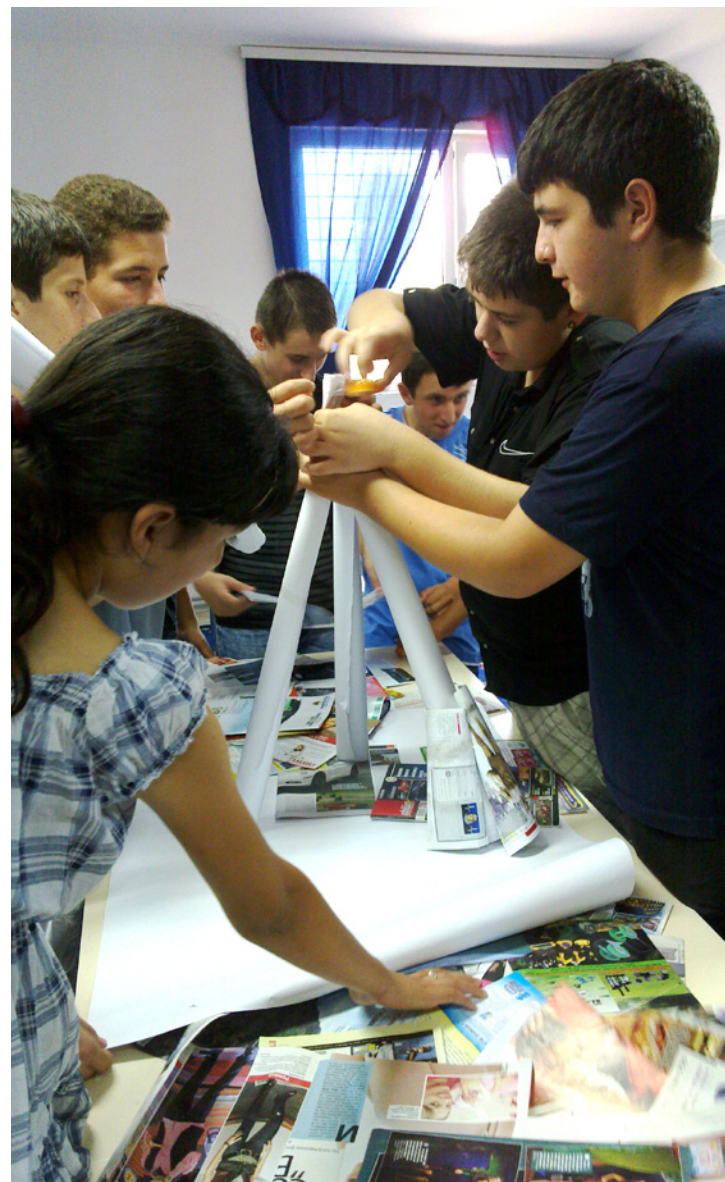


THE INTEGRATED EXTRACURRICULAR ACTIVITIES ARE CHARACTERIZED WITH:

- *openness for cooperation with the parents, the local community and the relevant educational institutions,*
- *individualized approach towards each student, according to his previous knowledge, abilities, capabilities, interests,*
- *abundance of various didactic devices and material, which make the regular teaching process effective and efficient,*
- *flexible and inventive extracurricular activities, created according to the interests of the students,*
- *qualified and trained teacher staff, that continuously follow and implement the contemporary educational trends,*
- *multifunctional classrooms, modern design of the school premises.*

The students who are enrolled in the integrated extracurricular activities acquire a variety of life skills, abilities, qualities, permanent knowledge, positive self image and strong self-esteem, but also a developed empathy, in order to successfully function in a big ethnically heterogeneous group.

You, as parents, will have an active role in the overall school life and action, i.e. the Nansen model for integrated education sees in you an important partner and collaborator in bringing all important decisions, which are affecting the smooth functioning of the school, but which are primarily affecting the future of your children!



ATTACHMENT

Dear parents,

In addition, we are offering you several useful advices, information, suggestions and proposals how to help your children in gaining a valuable skill - independent and successful learning, as a basic presumption for acquiring a quality and permanent knowledge.

We hope they will help you resolve many dilemmas how to help your own children in the development of the habit for regular, self-initiative and independent learning, or how to support and deepen it.



ASSISTANCE WITH STUDYING

Today, there is no more important human activity than the successful studying. The effective studying is the basis for acquiring knowledge, skills and habits, i.e. the success and the life achievements.

Studying is one of the many complex activities, which can be mastered with planned and organized activities in school and at home, in a formal or informal way. The skills for successful studying are being taught at school, from the peers, but also in the family i.e. the parental home. With proper inclusion of all necessary factors: teachers, students and parents, favorable conditions are being created for successful studying among the students. Only part of the studying takes place at school. The bigger part takes place out of it. Therefore, it is necessary and natural for the parents to include themselves in the process of studying.

For proper and efficient involvement of the parents in the process of successful studying, it is not enough just to have a good intention and desire for success, but to also have a specific knowledge, behavior and support.

In this section, we will discuss the most frequent questions that parents ask themselves:

- *Should I help my child with writing the homework?*
- *Should I study with my child and until what grade?*
- *Why does my child have a little or lots of homework?*
- *Should my child study with his friends or alone?*
- *What do I need to improve to help my child become more successful?*

The answers to these and many other questions can be found throughout the pages reserved for the parents.

However, we should be aware that neither the best teachers, nor the most modern teaching aids will be enough for the studying to be successful. For successful studying, the central place has been reserved for the student i.e. his efforts.

This implies a desire for studying and knowing how to study. Also, the encouraging environment is a strong and important factor.



ASSISTANCE WITH STUDYING

SPACE FOR STUDYING

The experts are recommending the following:

Students should always study and write their homework at the same place.

When the child is sitting at the place where he acquired the habit for studying, that is contributing to a psychological preparedness for studying.

The space, i.e. the place for writing homework and studying does not need to be specially decorated, but still, there are certain general recommendations that should be respected:

- **The students should study in a big working area, which should have enough light.**
- **The light should fall from the left side for the right-handed children and vice versa for the left-handed children.**
- **The space for writing assignments should be a space where your child will keep his books, his writing kit and other school material (glue, paper clips, compass, crayons ..). This will actually help the child find whatever his school needs are on the same place. All of it will be in his sight, so that he can take it with him to school.**
- **There should be peace and calmness in the study room.** For the younger children (e.g. students in first grade), the space for homework and studying can be arranged in the room also used by the other family members, but in that case, they should provide peace and calmness for the child, while he is studying.
- **The working table should be put in the children's room.** For the older children, the working chair is located ideally in their room. By writing their homework and studying at a special place, they start to become independent. This habit will be very important for the child when he becomes a high school student.
- **There should be an organizer or a calendar on the student's working desk.** It is good to have a calendar on the working desk, as the child could organize his time available for studying more successfully.
- **Put a reminder on the wall.** There could also be a memo board on the wall, on which the child can attach various post-it notes.

FEW FORMULAS FOR SUCCESSFULL STUDYING

- **Expectation**

Explain your child exactly what exactly do you expect from him when it comes to studying. Let your expectations be high enough, but also realistic given the children's abilities.

(Example: I expect that you write your homework regularly).

- **Why should he learn**

Explain your child why studying is important and useful. Children, like the adults, work better and with great energy, when they can see the purpose and meaning of what they are doing.

- **Studying as a habit**

Just as with writing homework, also studying requires a daily routine. In fact, the child should always study approximately at the same time of the day (after lunch, after rest, etc.). This way, studying becomes a habit which allows easier memorizing of the material.

ASSISTANCE WITH STUDYING

- **Remind yourself about the work at school and organize the day / make a studying plan**

Help your child learn how to organize studying in a quality manner. Each day, review his school notebooks together with him, and that will give you an insight into what he has been working in school. After that, make a plan together for writing the homework. The child who participates in the planning of his daily activities is also prepared to implement them: For example, today I will:

- *have lunch*
- *write my homework*
- *study history*
- *watch a movie from the DVD shop*
- *repeat the lessons in physics*

- **Teach how to study**

It is very important to teach your child how to study. This is a formula that has proven to be effective and most applied:

- *First read partially (the older children can read only the introduction and the summary of the text, and that way, they would understand the basic idea of the text);*
- *Ask (the child asks questions about words or sections that are not clear to him);*
- *Read again, but now carefully (now, there's an idea what the text is about and attention can be paid to different segments)*
- *Assess what is important*
- *Narrate*
- *Repeat the learned material*

- **Do not work instead of your child**

You should never read the lesson instead of your child, nor summarize it in writing and give it to him to learn it. The most important part of the learning process is to understand the material and make a difference between the important and the less important. If the child learns according to the summaries that you have prepared for him, he will study mechanically, will easily forget what he has learned, and when the teacher will ask him questions phrased in a different manner than yours, the child will not know the answer.

- **Enable your child to study outside the home**

Enable your child to also study outside the home. Enroll him to the library, to free activities, art workshops etc.

- **Motivation and encouragement**

You should praise each success of the child, especially his efforts and progress. It is more important that the child is prepared to make efforts to solve the tasks, and that way to make progress rather than the grade he will receive. The grade mostly depends on the way of studying, but also on the luck, the complexity of the material, the criteria and the mood of the teacher, as well as on many other factors that the child has no control over. Whether the child will write his homework or not, and how he will do it depends on him, and you are here to encourage him to do it and teach him how to do it.

- **Children are imitating their parents and teachers**

Remember that children learn through imitation of important people, mostly their parents. Observing his parents and teachers, the child learns what to appreciate, how to behave in different situations and what to do. Therefore, if the parents read, play educational games, discuss on different ideas, negotiate, and evaluate and expand their knowledge, the child will also do the same. It is therefore important for the adults to be a positive example for the children.

ASSISTANCE WITH STUDYING

SEVERAL TECHNIQUES THAT MIGHT HELP THE STUDYING

- **Highlighting**

Highlighting important facts, information or ideas, helps children learn how to make a difference between the irrelevant and the crucial facts, and that is a particularly important tool for easy memorizing.

- **Questions and answers**

When the child learns to ask questions about the material he is studying and answers them, studying becomes more fun and more active, and the child will make a difference between the relevant and the irrelevant

- **Summary or review**

The child is noticing only the important moments – parts of the material

- **Narrating notes**

Writing down notes and narrating the material with own words, enables understanding of the material

ASSISTANCE WITH WRITING THE HOMEWORK

Writing homework is a frequent reason for disagreement between parents and children. Very often, children don't like this activity and would like to avoid it. Therefore, it is extremely important to create a habit among the children for writing homework since the very start of their schooling. This should become their permanent responsibility and they would have to do it regularly, even when they don't feel like doing it.

The child needs assistance. It should be provided in a form and manner to explain him what is not clear, to indicate the mistakes he has made and to encourage him to correct them. Do not write the homework instead of your child! That way, you are sending him a message that he cannot work independently and you create a habit for him that someone else can complete it instead of him.

It is not necessary, nor good, to constantly stay by your child while he is studying or writing his homework. It is important for the child to know that you are available for him and that he can ask you to help him.

Do not impose yourself in those tasks where it is not necessary. For the children, it is sometimes necessary that you only look at the tasks they have solved. That way, you will increase or confirm their self-confidence and security in themselves for a proper performance of their duties.

Do not forget: You should create an attitude and feeling in the child that he is the one who is responsible for performing his own obligations, and it is YOUR responsibility to help him, but not do it instead of him.

WHY HOMEWORK?

- Homework enables the child repeat and exercise what he has learned at school
- To prepare for the next working day
- To study the material he has learned in school more detailed
- Combines the knowledge from different areas into one task (e.g.. composition or project)
- To become able to use additional literature
- To get trained for independency in the work
- To acquire self-discipline and a sense of responsibility.

ASSISTANCE WITH STUDYING

Through the homework, parents have an insight into the school activities

Parents are aware of most of these things; the problem is that children are not!

What should be the volume of the homework?

The volume of the homework should depend on the child's age and his ability.

From 1st -3rd grade: 20 minutes

From 4th -6th grade: 20 to 40 minutes

From 7th -9th grade: 2 hours

Do not assign him additional tasks! The teacher has assigned him enough tasks. The child must also have time for games and fun.

Practical advices

To avoid misunderstandings with your child regarding the bad grades, it is preferable to make a deal with him at the beginning of the school year, i.e. to make rules about when the homework (after arriving home from school, after lunch, after the free activities. after the afternoon break etc..) needs to be done. Be persistent in implementing the reached agreement.

It is preferable that writing of the homework and studying is done at the same time of the day. This way, he will avoid wasting of time to prepare for studying. This will allow the child to always have enough time to write his homework-assignments, but also for play and fun.

Advise your child to first solve the more difficult and more demanding tasks.

Get your child a notebook, in which he will write down the obligations for the next day. This way, you can solve the problem of forgetting things.

It is good to be in contact with other children from your child's class, as well as with their parents. This way, you can occasionally consult about the homework.

Turn the TV and radio off while the child is working on his homework.

The child who is satisfied, relaxed and secure will give the best results.

For successful studying, it is necessary that the child feels good. Hungry, tired, sad and angry child can not focus on studying. The "unpleasant signals" that his body is sending him attract his attention.

If the child is sad or angry (because he got a bad grade, had a fight with his friends etc.), first talk to him about what is bothering him, allow him half an hour "to get rid of the negative" emotions, and then insist that he starts studying.

After returning home from school, the child should take a break first. Sitting at school for a few classes in duration of 40 minutes each is an effort for him, that makes the child tired. Besides that, at school they must both study and solve various tasks, which also require mental efforts. The brain gets tired while working, whereas the child's body is getting tired also then when it has to sit for a longer time. The brain that is rested understands and memorizes better, whereas the tired body affects the brain in his work. And after some time spent in problem solving and studying, each child needs to rest.

The maximum time for writing and studying depends on the age and the characteristics of the child. The workload depends on the age and the characteristics of the child. Beware of the behavior of the child while he is writing his homework or studying. If you notice a more dynamic movement of the child than the usual one, turning on all sides, yawning, anxiety, anger etc., it is the best sign that the child needs to take a break, because otherwise, studying will be torture.

In case of a psychic-mental tiredness, the best rest will be the one with a light physical activity.

CONCLUSION

Successful parent,

It is the parent who:

- Spends a lot of time with his children,
- Is able to talk to them when the child has a need for that, not when the parent has a need for that,
- Has a warm and friendly relation with his child,
- Has understanding for the problems of his child,
- Exchanges ideas with his child,
- Does not expect for the school to create work, cultural and other habits for his child, because he is aware that he is the first and most successful teacher for his own child,
- Is not burdening his child with obligations that will prove he is an successful child,
- Is reasonable and objective when it comes to the needs of the child,
- Is not making fun of his child, is not offending or underestimating him,
- Is not commanding his child, and does not propagate moral norms.



LITERATURE

1. Bognar, L., Matijevic, M., Didaktika, Skolska knjiga, Zagreb, 1993
2. Велковски, З., Реформите во предучилишното и основното воспитание и образование во Р. Македонија, IV Меѓународен научен собир, Педагошки факултет "Св. Климент Охридски", Скопје, 2008
3. Закон за основно образование, Службен весник на Р. Македонија бр.103, Скопје, 2008
4. McGlynn, C., Education for peace in integrated schools: A priority for Northern Ireland, Child care in practice, Vol, 10, No.2, 2004, pp. 85-94
5. Morahan, M., Clayton, C., Bilingual students in the elementary classroom, A references for Practicum students at Boston College Lynch school of education
6. San Diego county, Office of education, Successful Bilingual Schools, Six Effective Programs in California, 2006
7. Stoll, L., Mijenjamo nase skole: kako unaprijediti djelotvornost i kvalitetu skole, Educa, Zagreb, 2000
8. Stoll, L., Changing our schools, Open University Press, U.K., 2003
9. <http://www.bebinsvet.net/tekstovi/vaspitanje-razvoj>
10. <http://www.britishcouncil.org/spain-education-bilingual-project.htm>
11. <http://www.britishcouncil.org/accessenglish-global-project-bilingual-school.htm>
12. <http://www.handinhandk12.org>
13. <http://www.ibps.ndc.net.mk>
14. <http://www.schome.ac.uk/wiki/bilingual-schools>
15. http://www.en.wikipedia.org/Bilingual_education



NANSEN MODEL FOR INTEGRATED EDUCATION

Manual for parents



Naroden Front 31/10
1000, Skopje, R. of Macedonia
tel: +389 (0) 2 3209 905
tel: +389 (0) 2 3209 906
fax: +389 (0) 2 3209 905

www.nansen-dialogue.net/ndcskopje
ndcskopje@nansen-dialogue.net

NANSEN DIALOGUE CENTRE SKOPJE, 2012