



How to manage knowledge transfer in school

Parents café & consultation hours

Presentation and Keynote speech of Dipl. -
Sozialwissenschaftlerin Hatice Hagar
Bildungsbüro Freiburg im Breisgau
Offenburg, 18/09/009

Overview

Location and circumstances of supervised schools

Educational level

Socio - economic schedule

Access café

Parental involvement in the education system

Targets

Indicators of unawareness

Planning structure

Themes

Operation hours

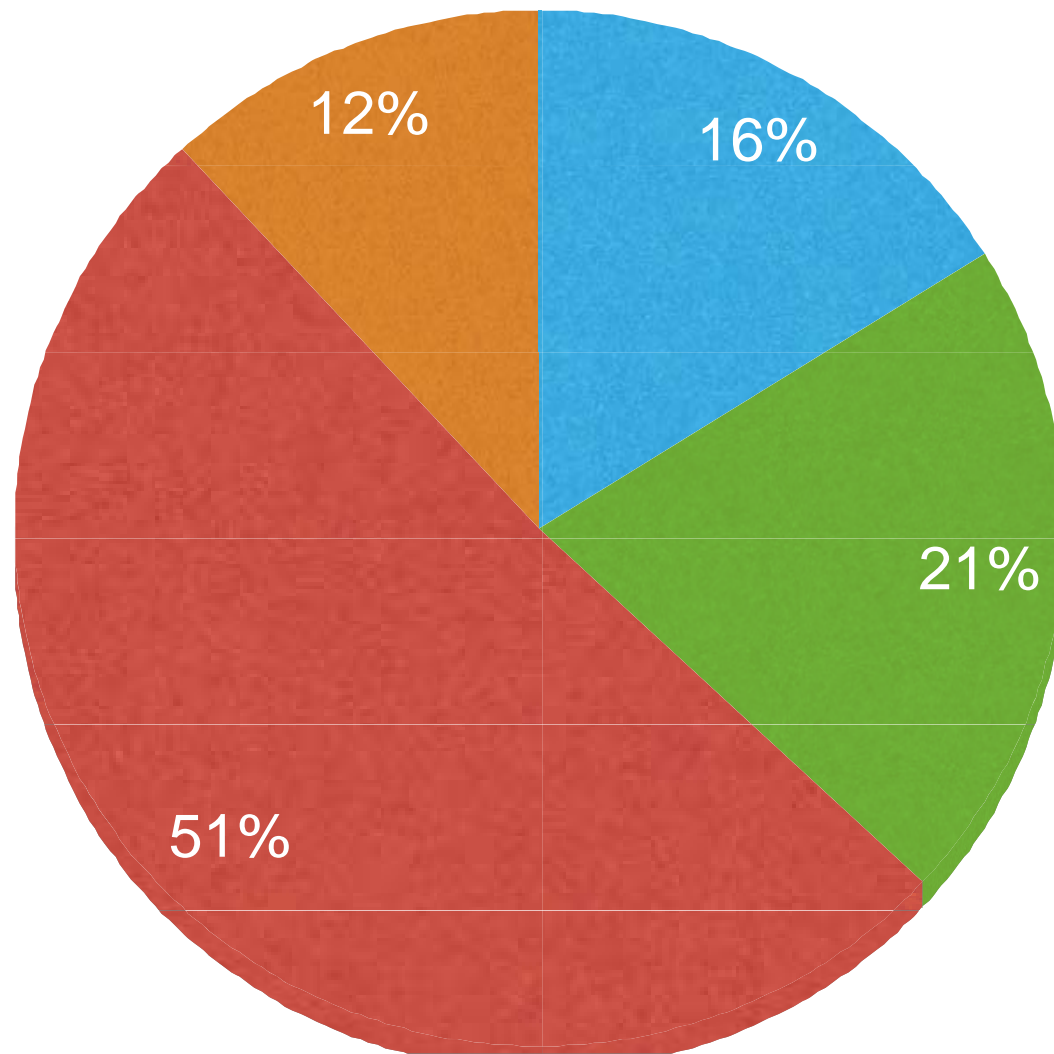
Planning structure

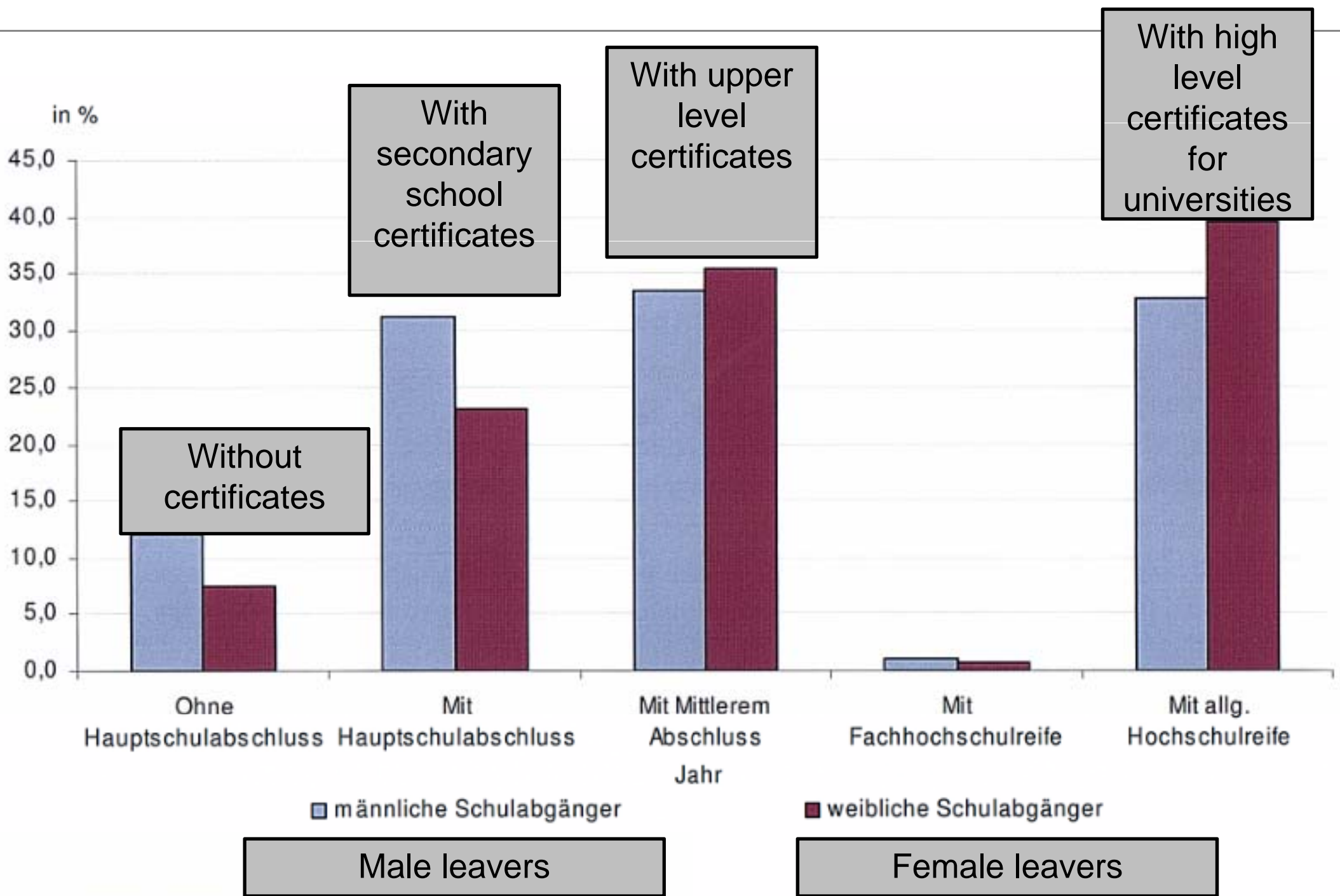
Targets



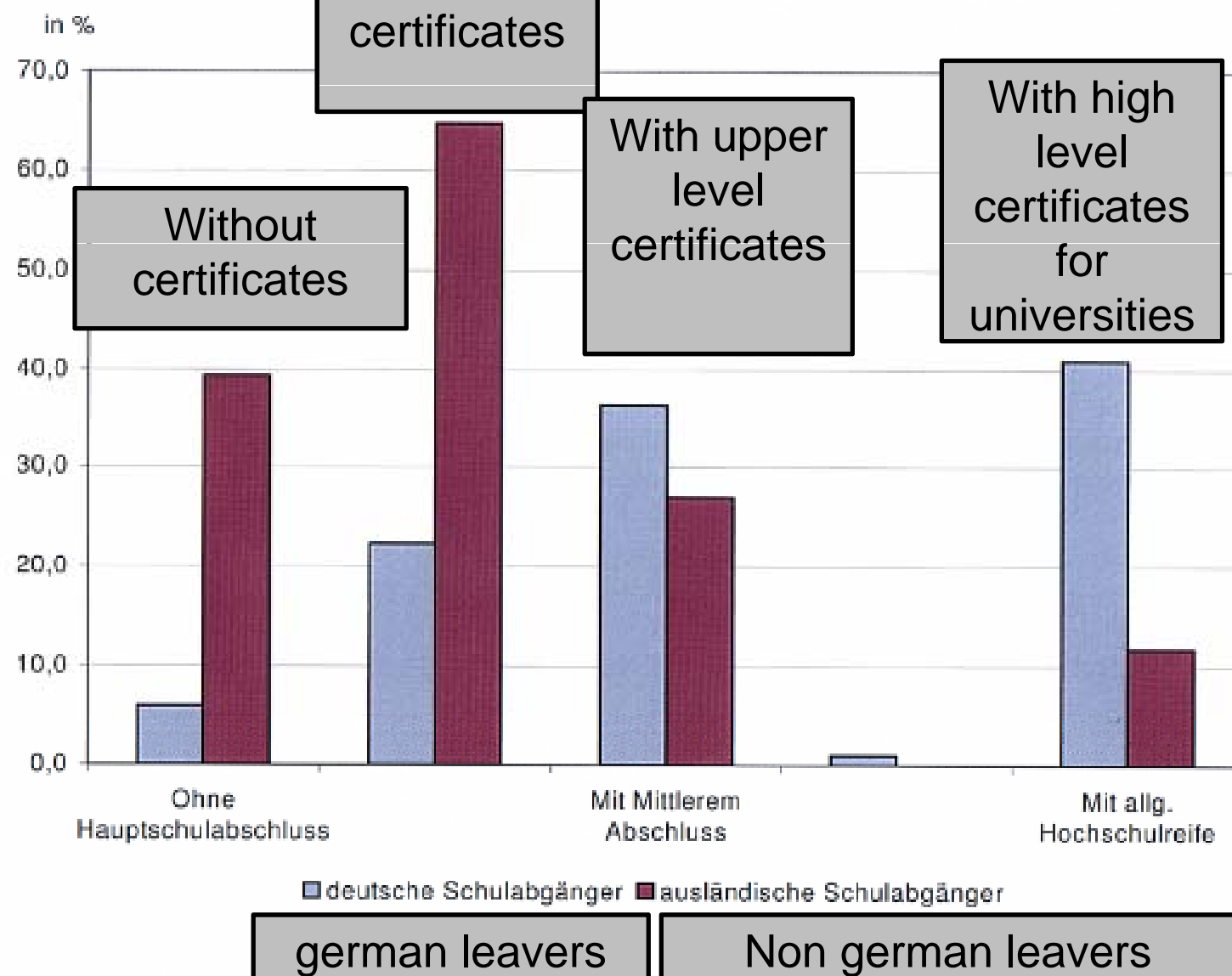
hools in the city of Freiburg

■ to Hauptschule ■ to Realschule ■ to Gymnasium ■ others





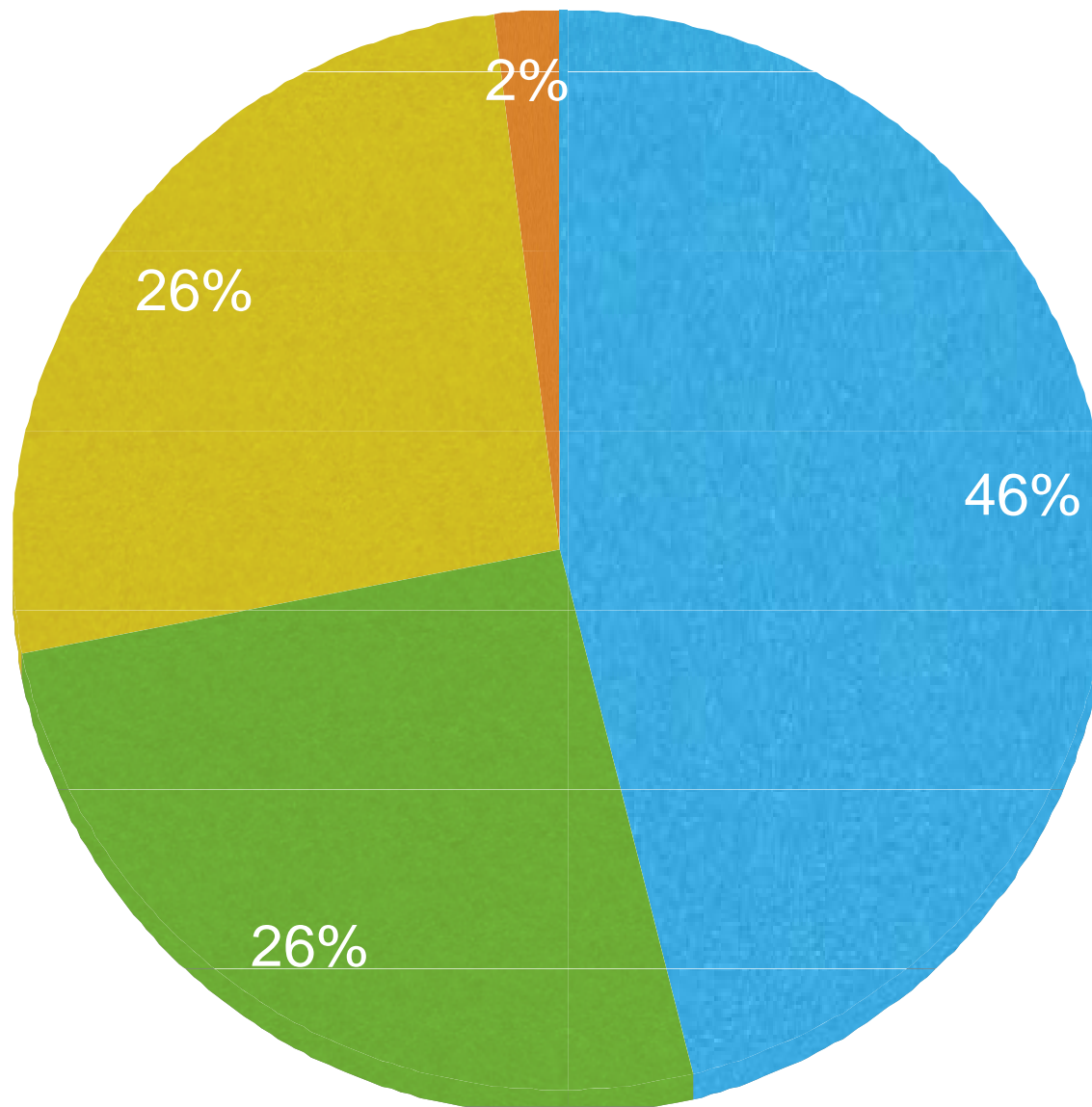
Immigrant Nationality in Leipzig 2006/07



Die Absolventenzahl wird auf die Wohnbevölkerung (am 31.12. des Vorjahres) im jeweils typischen Abschlussalter bezogen. Je nach Abschlussart werden unterschiedliche Altersjahrgänge zugrunde gelegt (Hauptschulabschluss: 15 bis unter 17 Jahre; Mittlerer Abschluss: 16 bis unter 18 Jahre; Fachhochschulreife und Allgemeine Hochschulreife: 18 bis unter 21 Jahre). Damit ist verbunden, dass die Summe der Abschlussquoten in der Regel

Freiburg schools 2007

■ to Hauptschule ■ Realschule ■ Gymnasium ■ others



parents care

Parental involvement in educational success

Based on parental involvement
educational system is expecting
exchange with parents

Parents are taking part
Parents are guiding own children
school system
Studies show that parents
involvements effects pupils success



Targets for parents Café

- more skilled leaving certificates in school and job

sustained structures for parents and teachers

- to show how parents can support children

- rise parents interest in pupils success, learning partnership

- strengthen educational competition

topics of unawareness

language deficits

knowledge deficits

socialisation with discrimination

no arrangement with informal education

lack of knowledge about pathways of education

behavior of protection

no regularity



Planning structure of parents café

16-18 weeks, began 02/09 in all three Freiburg schools

Select the participating classes

Select a parent out of this class

Other calls up with telephone list other parents, teacher and directory

Other parents and class teacher promotes others

Working out date, letter to parents

Tischdeko: Servietten und Blumen

4l Säfte

4l Wasser

1P Teebeutel

1P löslicher Kaffee

[illegible]

a / Bereich / Motto: **Elterncafé**

	Wochen vorher	8	4	3	2	1	6	5	4	3	2	1	0	
	Tage vorher													
Anfangsbeginn: Anzahl der Veranstaltungen, Planung														
Verantwortlich, Thema? Einladung		X												
Ort fertig stellen; Liste: Wer, was? Planung des Ortes, evtl. Nutzer informieren (Leitung)			X											Tee, Kaffee, Sa Wasser, Essen
Einladung verschicken, Patenklasse ansprechen (Klasse leitende Familie)				X										
Beendet auf, schließt ab?					X									
Organisation mit Hausmeister abklären (Leitung),					X									
Checkliste durchgehen: Alles erledigt?						X								
Beitrag abklären. Wer erstellt Beitrag für Lesewurm?														
Abstimmung mit Veranstalter: von wann bis wann der Raum gebraucht? Welche Medien? Welche Zeitungen?											X			
Leitung Raum (Hausmeister) Nutzer tätig													X	
Rückblick nach Beendigung, Rückmeldung der leitenden Familie, Unkostenerstattung													X	
an ausrichtende Familie Lesewurm einsammeln													-1	

erkungen:

1. Themes for parents

Goal is information flow

Parents to teaching personal

How the German school system works

School transitions

Expectations from parents

Level of support and cooperation with teachers

How becomes learning effective by German as second language

2. Targets for teaching personal/directory

awareness for learning with migrant clue, educational and real life situation
upils

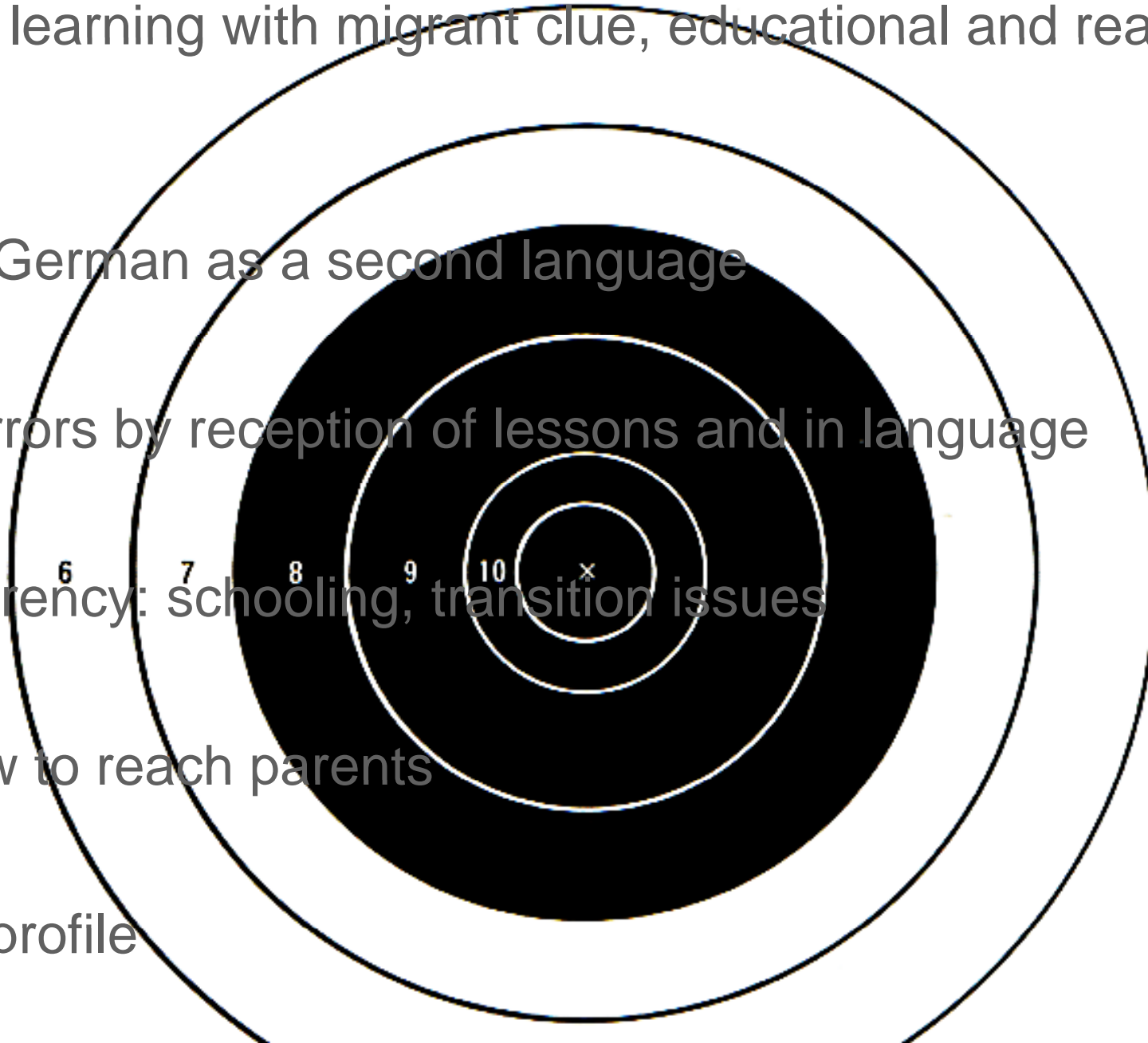
learning with German as a second language

pical main errors by reception of lessons and in language

create transparency: schooling, transition issues

strategies: how to reach parents

new school profile



ours

put all power in the beginning, so that gap
education is kept small

arning with a second mother tongue

eeded materials, managing „Learning at
ome“

dditional literature for parents and teacher

hen should I talk to a teacher?

reate respectful treatment with teachers



Planing structure

x weak, first two lessons

multiplier parents,

parents with social skills

vo persons of different nationalities/languages

establishing posters for school careers, how to manage education,

bliography for parents, pupil and teacher



. Resumee

times parents cafe in each school

only third of invited parents are taking part in events

parents are gratefully, coming with specific questions

pupil's rising interest in school, as well as parents too

recognize doing more at home or contact teacher

atabase for parents' profession for school efforts

teachers' lounge the minds are changing, there is a new discussion

re transmissions to Realschule and Gymnasium

ta situation is still too weak to make precise statements



Thank you for your

Message