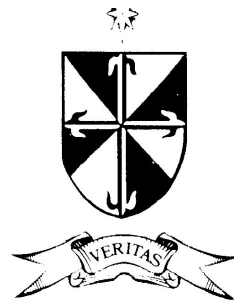


# **Dominican College**

## **Sion Hill**



# **Newcomers Policy**

**March 2007**

**Dominican College Sion Hill  
Foreign National Policy**

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**This policy is rooted in the school's fundamental aims to help each student achieve her full potential, academically, spiritually, physically, emotionally and socially in a happy secure environment**

## **Section 1 – Rationale**

- ü To enable school to integrate foreign nationals to the best of its ability
- ü To cater for the needs of foreign nationals in light of available resources
- ü To implement a framework that ensures effective and productive relations between foreign national students, parents, teachers, guardians, host families and agencies
- ü To prevent discrimination/racism of any kind in the school environment

### **Aims**

1. To ensure each student receives extra English assistance where required
2. To ensure an equitable distribution of English teaching to each student
3. To reduce pressure on students and teachers
4. To promote good relationships/friendships between all students
5. To instil confidence into each student
6. To enhance the academic achievements of students
7. To encourage parents/guardians to take an interest in and to share responsibility for their work and progress

### **Objectives**

1. All students national and non national will be treated fairly and in the same way, except where it is necessary to differentiate eg. assistance with their English
2. Create a buddy system to help the non national student acclimatise to their new school environment
3. Paying attention to the changing needs of both groups of students as they learn to live in mutual respect with one another while dealing with cultural differences and diversity

4. Provide adequate information to the non national parents/guardians regarding the range of curricular and extra curricular activities that combine to make up school life
5. Provide an induction programme for the new students to introduce them to the school, its curriculum/ extra curricular activities and to learn about their culture, social and other needs, to allay their fears and to help them integrate into school life
6. Establish an informal support team involving the principal, teaching staff, representatives of the students and their parents both national and non national
7. Pay attention to the particular needs of non national students especially if they are unaccompanied minors

## **Section 2 – Roles and Responsibilities**

### **Board of Management**

1. To approve the policy
2. To ensure that the policy is developed and evaluated from time to time
3. To consider reports from the Principal on the implementation of the policy

### **Principal, Deputy Principal and Year Heads**

1. To establish structures and procedures for the implementation of the policy
2. To monitor the implementation of the policy

### **Subject Teachers**

1. To implement the policy, review homework assignments and provide feedback to students
2. To keep records of students progress
3. To monitor students integration into the classroom and provide help where required

**Pastoral Care Personnel (Year Heads, Class Tutors, Guidance and Remedial Personnel)**

1. To monitor the effects of the policy and to identify students experiencing difficulty
2. To provide support and guidance, especially for those experiencing difficulty
3. To liaise with subject teachers, especially in relation to students progress with the English language.

**Parents/ Guardians are encouraged**

1. To support school policy
2. To provide suitable conditions and support in learning the English language
3. To encourage students to take part in extra curricular activities and school life

**Students are required**

To do homework set, both oral/learning and written/practical

To present written homework properly

Inform teacher if they are having any difficulties with school work or socially

To refrain from speaking their native language in relevant classes.

To make every effort to integrate with other students.

To take part in a wide range of extra curricular activities.

**Section 3 – Implementation Procedures**

1. Each Subject Department will develop agreed guidelines on students seating plans in order to mix nationals and non nationals together.
2. Teachers and students will be made aware of the ‘buddy system’ in place in the school and review with each other the effectiveness of the system. Each foreign national will be assigned a ‘buddy’ from her year on her arrival to the school. This student will ensure that the student is aware of the location of all classes. She will introduce her to class mates and help her where possible with any problems she may be faced with.

3. Paying attention to the changing needs of both groups of students as they learn to live in mutual respect with one another while dealing with cultural differences and diversity. This is implemented through the organisation of 'International Day' and the Sion Hill International club. It is also implemented and assessed by all teachers in each subject area.
4. Provide adequate information to the non- national parents/guardians regarding the range of curricular and extra curricular activities that combine to make up school life. This will be implemented by providing an induction programme for the new students to introduce them to the school, its curriculum/ extra curricular activities and to learn about their culture, social and other needs, to allay their fears and to help them integrate into school life area.
5. All students national and non-national are treated fairly and equally regarding subject choices and levels with the exception of Irish class (if exempt), during which they receive TEFL classes.
6. In keeping with the Catholic ethos of Sion Hill all students national and non-national are required to attend religion class, retreats and other liturgies.
7. Teachers, Tutors and Year Heads will liase with the guardians or host families of the non-national students when required.
8. The TEFL Teacher will advise on designing homework for students with any language difficulties.
9. Intercultural diversity is encouraged across the curriculum at both Junior and Senior level.

## **Section 4– Success Criteria**

1. Good quality homework is being presented by students and oral presentations are improving.
2. Increased participation in extra-curricular activities
3. Overall improvement in student interaction with both their teachers and peers
4. The goals are being attained
5. Annual Academic Awards.

## **Section 5 – Monitoring Procedures**

1. Class Tutors and Year Heads will conduct on-going monitoring through informal discussion with students and subject teachers, and through homework spot checks, and will note feedback from students, teachers and parents
2. Subject Departments will review implementation once per term during subject department meetings
3. Principal and Deputy Principal will meet with Subject Departments, Year Heads, Class Tutors, and Pastoral Care Personnel once per term
4. The Principal will report to the Board of Management once per term
5. Regular informal discussions with both ‘buddy’ and students themselves during tutor class to evaluate the ‘buddy system’
6. Questionnaire will be given to each foreign national student at the end of the year to assess the system

## **Section 6 – Review Procedures**

The policy will be reviewed after two years. The review team will comprise the Principal, Deputy Principal and Year Heads.

1. Views and experiences of teachers, students and parents will be surveyed in relation to the success criteria
2. School records will be analysed to assess impact on students’ academic progress
3. The progress of students with special educational needs will be given particular consideration