

UPPER Good Practice	
Code	MEDE – 2
Name (title) of the good practice:	Pathway to the future
Country/region	Malta
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> ■ <u>Policy Making</u> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers Competence Development <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Concrete School Practice <input type="checkbox"/> Community Building ■ <u>Mainstreaming</u> <p><i>Short Description:</i> Following the teachers' plea for support, the Head of School took action to set up a programme specifically designed to cater for the needs of migrants.</p>
Full Description	During a School Professional Development session, teachers pointed out that they were having issues with the ever increasing number of migrant learners. The school administration therefore decided that a new programme was to be set up and implemented in the school. The school thus started implementing measures such as pull-out sessions for support in Maltese and English for migrant learners, buddy system, and individual meetings with parents and students on enrolment at the school. These initiatives led to very good results, such as less ganging up and more peace and harmony in the school. Teachers now know that their voices are being listened to.
Why is the case interesting?	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. <u>Transformative</u> 2. <u>Observable results</u> 3. <u>Methodologically structured</u> 4. <u>Potential for re-contextualisation</u> 5. Beneficiaries consider it a GP
Coordinating institution	Zejtun Secondary School – St Thomas Moore College
Strategies (more than one strategy may be indicated) Please rank the different	<ol style="list-style-type: none"> 1. <u>Avoiding segregation (4)</u> 2. Leadership/governance 3. Information on diversity 4. <u>Teacher education on diversity (3)</u>

strategies in order of importance: 4 max, 1 min)	<ul style="list-style-type: none"> 5. Diversity in teaching workforce 6. Curriculum and pedagogies 7. Multilingual education (2) 8. Interactive, culturally relevant methods 9. School-Society relationship 10. Socially responsible ICT 11. Involving NGOs and Youth organisat. 12. Incentives and reward for GP 13. Social integration 14. Awareness of injustice 15. Promotion of Peace Value (1) 16. Other (please specify) 				
Accessibility of data and persons by UPPER Team	<u>Easy</u> – Average -Difficult				
Impact	Short, medium and long term if possible to observe Report available in the School Development Plan (SDP)				
Brief description of the context in which the practice was applied	During a School Professional Development session, teachers pointed out that they were having issues with the ever increasing number of migrant learners.				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	(1min to 5max)				
Matrix	1	2	3	4	5
Partnership structure	X				
Methodology		X			
Content of training				X	
Stakeholders involvement			X		
Evaluation approach	X				
Training of practitioners					X
Other (please specify)					
Critical aspects in the application of the practice					
Sustainability elements and recommended use in UPPER*					

Contact persons*	Ms. Anna Spiteri (Head of School)
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Filled by [name and partner institution]:	Phyllisienne Vassallo Gauci/Lara De Bono - MEDE