
RBC SPECIAL EDUCATIONAL NEEDS (SEN) POLICY – D2019

“UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.” (UWC Mission Statement, 2006)

1. Inclusive education – our vision

“IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.” (IB Mission Statement, 2004)

At RBC we believe that every student should be able to access the application process for an inclusive, and quality secondary education. Regardless of nationality, gender or disability, every student should, therefore, be able to take part in the current *IB Diploma Programme* if they are academically capable.

2. Guiding Principles of SEN policy, Learning Support and Context

The basic premise informing the approach of UWC Robert Bosch College is that students learn in different ways, have different mental and emotional needs and, for some, significantly different physical needs. This is both to be members of the College community and to contribute to and gain from the educational and social environment.

To support all learners, RBC has:

- A philosophy that promotes open-mindedness and respect for differences
- A concept-based curriculum that offers opportunities for differentiation
- Developing systems for early identification of learning needs
- Policies and procedures that support staff and students in the DP programme
- Planning and regular meeting time to allow teachers to develop teaching practices that support different learning needs and styles
- SEN and ELL informed professional development opportunities
- SEN and ELL provision in curriculum mapping and staffing
- An acknowledgement that there are barriers to learning and these should be addressed in the least restrictive way possible

The SEN provision and considerations at RBC include the provision of accommodations both internally and through the IB DP programme, modifications to the instructional programme, and other determined interventions, often on a case by case scenario, to enable students to reach

their potential. Students receive in-class and specialised support from classroom teachers for skill development and understanding curriculum requirements.

Context of RBC

UWC Robert Bosch College is a boarding school. Here we recognise that students integrate through different mother tongues, with different perspectives on living and learning together and with different attitudes towards what special educational needs can even mean and constitute. English is the language of instruction except in other language courses. Throughout the programme students are made aware of different learning styles and a variety of different physical and mental abilities and disabilities.

3. National legislation, understanding the German context and school policy

The term “special needs” comprises a wide variety of different physical, mental or developmental conditions that require special teaching and learning approaches in an educational environment. In the course of the last couple of years, international, national, regional and local legislation and policies have changed remarkably in order to apply the principle of equal opportunities to those with special needs.

The UN “Convention on the Rights of Persons with Disabilities” (CRPD) must be regarded a milestone for inclusive education. It outlines the rights of people with disabilities and also contains measures that governments should take. In Germany, the Convention came into effect on 26 March 2009. Subsequently, the German federal government and the *Länder* governments have aligned educational regulations and provisions with the CRPD. Measures include to prevent discrimination against persons with disabilities; and take appropriate legislative, administrative and other steps to achieve the objectives of the Convention. In education, school legislation was amended respectively for the inclusion and support of students with disabilities into the mainstream education system.

Furthermore, the state parliament of Baden-Wuerttemberg passed on 15 July 2015 the amendment of the school law for inclusion (<https://www.km-bw.de/Inklusion>) that requires schools to provide access to all students with special educational needs.

Robert Bosch College strives to provide inclusive education to students. It describes the following measures ensuring a successful inclusion of students with special needs:

1. Pooling resources, equipment and expertise
2. Close collaboration and communication as and when needed between Director of Studies, SEN co-ordinator, SEN and ELL staff, subject mentors, faculty staff, personal tutors, students, health and well-being team, national committees and parents.

4. Purpose and aims of this policy

Responsibilities of school with reference to SEN

The school serves all students who meet the admission requirements to the best of its ability. Once a student is accepted the school’s responsibilities include:

- ✓ To identify students with learning differences and ensure that their needs are met
- ✓ To enable students with learning differences to join in all possible school activities
- ✓ To ensure that all students make the best possible progress
- ✓ To inform parents of their child's area of challenge through the reporting system and if any testing lead to clear diagnoses.
- ✓ To facilitate provisions to reduce barriers to learning
- ✓ To explain and be transparent over communication protocols with parents, NC and school
- ✓ To ensure that students have decision making abilities and are actively involved in the development of their learning strategies and provision where possible
- ✓ To promote effective partnerships and involve outside agencies when appropriate
- ✓ Internal collaboration and communication platforms between Learning Support, the Health and Well-Being team, faculty and administration.
- ✓ Respecting the rights of the student and family to confidentiality
- ✓ Reviewing student progress to inform decisions regarding continued enrolment
- ✓ Providing training for staff and faculty to implement and support learning differences and differentiated instruction successfully

Admissions with considerations for SEN

All students selected through UWC National Committees meet certain selection criteria.

Candidates are asked to consider the following question: 'Has the candidate made the most of the opportunities available to themselves?' This is tested in five key areas:

- Intellectual curiosity and motivation
- Active commitment
- Social competence
- Personal responsibility, resilience and integrity
- Motivation for (the values of) UWC

Students selected to attend a UWC typically are high achievers within their contexts and judged capable of gaining from engagement in the IB Diploma Programme.

Identification of a student with learning difficulties can occur at any age or stage of development. RBC can admit students with learning differences and needs. Admission decisions with students with learning differences are made in a concerted effort between the Admissions coordinator, The national committees, the SEN coordinator and the Director of Studies.

At Robert Bosch College we consider the mental, emotional and physical needs of the students very seriously. Through the application process we aim to balance the needs of the applicants against the provision and resources we can offer within any given academic year to make the most sensible choices for the community at large.

Furthermore, we ask that National Committees take into careful consideration the candidate's overall resilience and their likelihood (within normal levels of support) of being fit to thrive for two years in a residential community of this nature when matching a selected student with RBC. In using the word "thrive", we mean "to grow or develop well or vigorously, to flourish". In doing so, NCs are asked to sign an undertaking that they are;

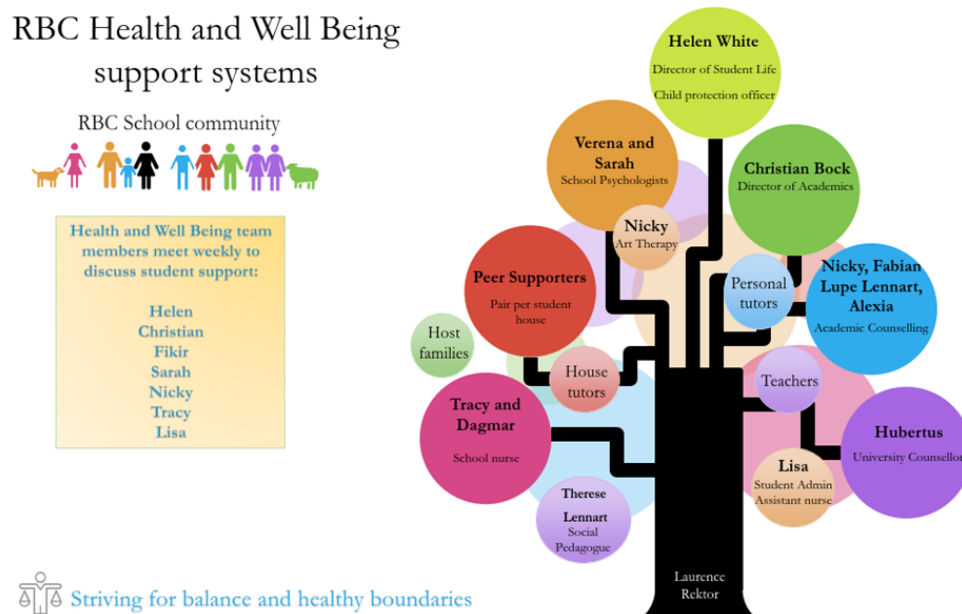
EITHER: strongly confident that the candidates are fit to thrive at RBC without high levels of support, care and/or supervision (including on the basis of their application documents,

engagement during selection and reasonable attempts to verify their recent history in their current schools and in the sense that the students are growing or developing well or vigorously, of flourishing).

OR: In the event of the nomination of a student where the NC is not strongly confident that they will thrive without higher levels of support, care and/or supervision, RBC is willing to consider the nominations of students who have known, managed physical and managed mental health illnesses. These include (in the case of people who have faced great challenges) Post Traumatic Stress Disorder (PTSD), when it is confident that the most likely level of support, care and/or supervision that will be needed is within the capacity of the College.

Once a student is enrolled, if it transpires that accommodations need to be provided for needs that were not disclosed or flagged, the student where possible will be supported with the resources and interventions we have here at the college. If the student's needs outweigh the resources of the college then a discussion with National Committees, parents and the College will determine how and whether the particular needs can be accommodated.

Our current holistic support structure for academics and health and well-being at RBC. Demand needs to balance capacity for provision of support.



Admissions with considerations for other SEN such as mental illness, eating disorders and addictions

Given the nature of its shared accommodation and close community, UWC Robert Bosch College requires that National Committees disclose any pre-existing mental illness, eating disorder or addiction of a nominated student. Training and advice is being given to various National Committees for appropriate selection purposes. At the time of nomination, UWC Robert Bosch College will seek professional guidance as to whether the background of a student, including their mental illness (including self-harm, suicide ideation), eating disorder, and/or addiction will allow for a reasonable chance of a successful integration into the college community and with a sufficient degree of independent living and learning capacity within our context. The final decision of admissions with considerations for SEN rests upon the College, as is indeed the case for all nominations.

Other Learning Support available

Aligned with the IB Diploma Programme policies the fair assessment of students with special needs poses the most significant challenge. It is the aim of our school to provide for assessment conditions that are as fair as possible for students with assessment access requirements.

UWC Robert Bosch College can consider nominations of students with assessment access requirements such as time allowances, scribes, prompters and/or readers, and specially enlarged examination scripts. National Committees are required to disclose potential requirements of this nature at the time of nomination.

In the case of professionally diagnosed learning disabilities that result in assessment access requirements, the Diploma Co-ordinator will apply for special assessment provisions through the "Request for modified papers." The Diploma co-ordinator will ensure fair and best practice for all students during the examination sessions to avoid any malpractice.

Definitions of Learning Needs**Inclusion:**

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning diversity and inclusion in IB programmes, pg. 3, 2016)

Differentiation:

"In the context of education, we define differentiation as a teacher's reacting responsively to a learner's needs. A teacher who is differentiating understands a student's needs to express humor, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage—and the teacher responds actively and positively to that need. Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. The goal of a differentiated classroom is maximum student growth and individual success." (Tomlinson, C & Allen, S., 2000). Differentiation at RBC refers to any support a student receives that helps them gain clarity and widen their skill set with their academics.

Special Educational Needs (SEN):

"Special educational needs' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age."

ELL Learning Support:

This term at RBC means considering all learners as English Language learners (ELL). There is provision four times a week with specialised staff for students to attend drop in sessions ideally to process any language barriers they have with their academics.

Academic Learning Support:

This term at RBC encompasses a variety of options to help students manage their workload and explore creating more healthy attitudes and approaches to study and learning habits. Some options of academic support look more specifically at learning strategies such as improved note-taking skills, synthesising information and reflecting on academic smart goals. Collaboration between subject staff, students and the academic learning support staff can help bring down learning barriers for the student, help to destigmatize asking for help and help to apply appropriate methods of differentiation to support a student and their needs.

Mental/Emotional Learning Support:

This term refers mainly to counselling and psycho social and psycho educational support that is on offer to students. Many times, a student who struggles academically will be struggling with other social and emotional topics. Sometimes students working with the academic support teams are referred to the school counsellors and visa versa.

Student of Concern:

It is worth pointing out there are different levels of concern and different levels of strategic intervention to help a student to help themselves get back on track. It will be a student's personal tutor who is at the front line helping their tutee to make wise choices with their academic programme and levels of support. A flagged student of concern in the first instance is a student who has been flagged by subject teachers to the personal tutor across more than one subject for more than one reason or has two or more unexcused absences from academics or CAS. House tutors throughout the year may raise behaviours in the house as concerns and feed that back through the personal tutor. At RBC, the two reporting periods and the two student of concern meetings are the annual points of major data collection for collaboration, discussion and action for intervention when considering academic support.

Learning needs catered for at Robert Bosch College include but are not limited to:

- Mild to moderate learning difficulties that can be defined as those that can be supported within the learning support structures at RBC
- Social, emotional and behavioural differences
- Certain medical conditions with physical disabilities
- Mental and emotional health needs
- Gifted, talented or exceptionally able
- Dyslexia
- Dyscalculia
- Dyspraxia
- Autism
- Asperger's syndrome
- Visual impairment
- Hearing loss

5. Internal identification procedures of any students requiring extra SEN or ELL support

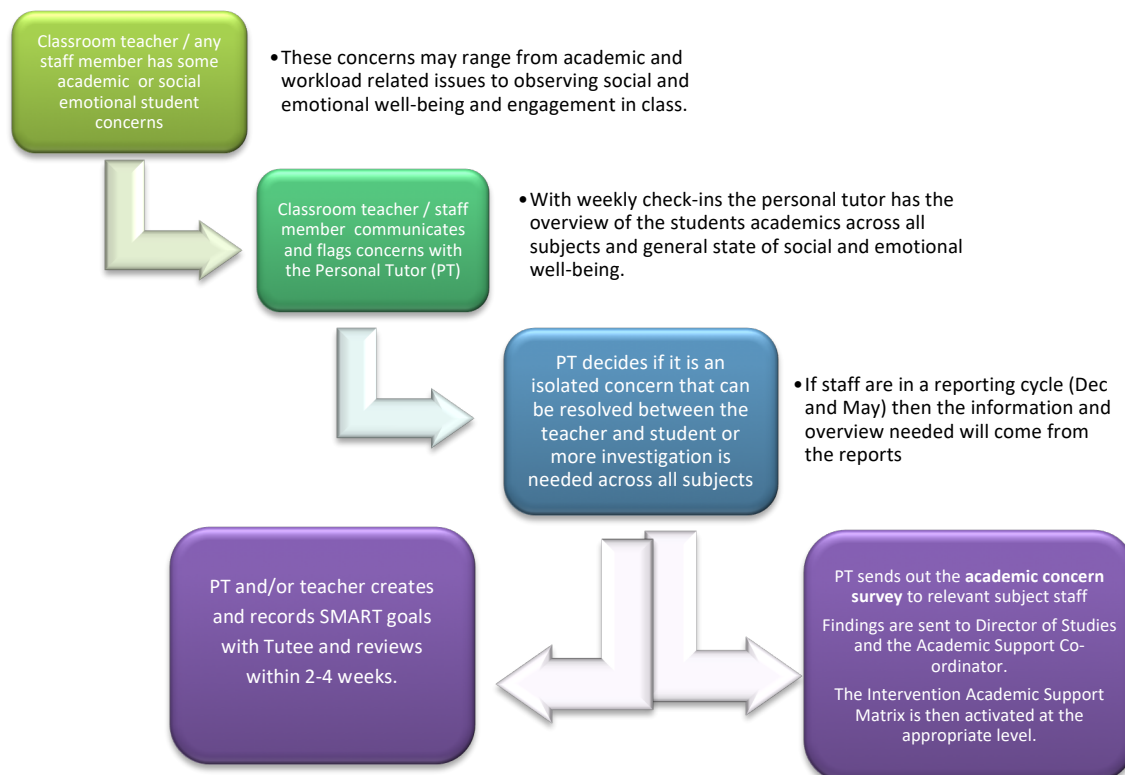
Different platforms for identification are:

- 1) Admissions procedure and joining papers at the National Committee and National Office level as well as school admissions and administration levels
- 2) English and Math conversations/placement tests in Year 1, Semester 1
- 3) Student of Concern meeting, whole faculty. Once a semester: October and March
- 4) Teaching and Learning classroom practices
- 5) Personal tutor sessions
- 6) Health and Well Being team (HWB) weekly meeting
- 7) Student platforms sharing information prior to arriving

When a student is flagged for requiring extra support through the admissions procedure, then careful planning can be put into place for students care in a timely manner. Students and their needs become part of an on-going weekly review meeting ran by the Health and Well-Being team.

It is to be understood that the academic support structures align and coincide with the RBC mental health support structures. Often, but not always students who struggle academically are also struggling emotionally.

When a student arrives with no prior information for any additional academic learning needs it still may be the case that learning differences can become apparent as a student progresses through the Diploma programme. When a classroom teacher observes that a student may need additional support there is a clear referral procedure that is constantly reviewed.



After the creation of SMART goals and a reviewing period, further action depends on context and guidance from the RBC Academic Support Matrix. The RBC Academic Support Matrix exists as a supporting document for management and faculty staff to be aware of intervention practices for students on a sliding scale of support and/or disciplinary action. This supporting document highlights triggers for intervention and support and who is responsible for further action at which stage in time. (Please refer to the appendix)

6. Internal support and services for students with SEN or ELL needs

General provisions

Personal Tutors: Each student is allocated a Personal Tutor (PT) to give oversight to the students academic, social and personal adjustment and progress. Personal tutors have responsibility for up to 6-8 students and after a settling in period are encouraged to create SMART goals with their tutees for their academics and learning. (Please see SMART goal information in appendices)

House tutors: The House Tutor (HT) is responsible for the orderly and safe running of the residence for which they are responsible as an area for both living and studying. The HT supports good relations with and between the students in their care and promotes a sense of responsibility toward the College.

Support provision available in consultation with PT, DOS, subject teacher and academic support team:

Students with documented learning differences will be provided with, after consultation with the Learning Support team, PT and/or the classroom teacher, and/or all the following:

- ✓ In-class support with appropriate differentiation and/or ELL support strategies by the regular classroom teacher (continued provision development will support this aim)
- ✓ In-class support by a Learning Support staff member
- ✓ Access to school psychologists and progress review at the weekly HWB meetings
- ✓ Drop-In optional academic subject specific support sessions, 4 x weekly
- ✓ Drop-In optional academic learning support sessions 4 x weekly
- ✓ Access to 1:1 sessions with the academic counsellor
- ✓ Life skill sessions in relation to academic and pastoral boarding life
- ✓ Skills@lunch sessions targeted on developing organisational and learning strategies, helping students to identify their learning styles (Visual, auditory, kinaesthetic, social, logical...) and learning patterns (global, linear, co-constructivist...)

To support the provision for SEN and ELL students UWC Robert Bosch College employs:

- two part-time psychologists (50%)
- two part-time nurses (50%)
- two part-time English Language Learner (ELL) support staff (20%)
- one part-time Special Educational Needs Co-ordinator and Academic Counsellor (40%)
- one social pedagogue with responsibilities to help SEN students (10%)
- one science mentor

SEN Responsibilities

With reference to the RBC Academic Support Matrix there are a lot of staff involved at various stages of supporting a student and their needs. A successful learning support culture requires high levels of collaboration and communication between the subject teachers, personal tutors, professional development committee, the learning support team, the health and well-being team, administration and the director of studies.

Here is a list of the responsibilities aligned to each staffing area;

Administration

- Collaborate with the learning support team on the admissions decisions of students who may need learning support
- Acquire and share with the appropriate teachers any student records from previous schools and any medical references of the students in need within the legal framework of confidentiality
- Provide information to parents about the school's procedure and policy for students with special educational needs

Director of Studies

- IB Assessment considerations and application for special circumstances for examinations
- Facilitate the Student of Concern meetings
- Act as the next point of contact for PTs with Tutees of concern, in tandem with the PT sending out an academic concern survey if necessary
- Attends any Academic support team meetings
- Attends weekly Health and Well Being team meetings
- Liaises with the Academic counsellor and SEN Co-ordinator regularly
- Uses reporting sessions as a measure to check in and action any students of concern
- Communicates with NC and parents when necessary
- Communicates documentation of learning needs to IBIS for DP courses in grade 12
- Meets the IB November deadline for exam considerations
- Communicates the approved Inclusive Assessment Arrangements (IAA) to parents/National Committees /students/academic support team/PT/educational psychologist
- Ensure IAA are implemented for IBDP exams and mock exams

Professional Development Committee

- Differentiation, Inclusion, ELL strategies
- Providing training for staff and faculty to implement and support learning differences and differentiated instruction successfully
- Raising faculty and staff awareness of the needs of students identified as having learning differences.

Faculty staff

- Implementing strategies to support SEN and ELL differentiated instruction
- Provide a variety of briefs for learning tasks
- Provide a variety of formative and summative assessment options

- Bringing concerns (attendance concerns, assignment score that does not reflect their lesson understanding, missing a deadline more than once, inability to keep organised lesson notes...) to the attention of the appropriate personnel through the referral process
 - Assisting with the identification of appropriate accommodations to support learning
 - Working with the PT in a feedback cycle to monitor the students' progress against any created SMART goals for their subject area or working ethics within classes
 - Commenting upon the impact of any support in the reporting cycles to parents
 - Attending any small health care team meeting as and when necessary to discuss the students' progress if possible
- Attending student of concern meetings and any other mini review teams to address the care and well-being of the students academic and mental health needs.

Personal tutors

- To monitor the tutees' progress in all areas, and to communicate both the concerns and the praise of teaching colleagues to tutees in any matters of social or academic performance.
 - Create and record SMART goals for tutees as and when necessary with reference to the academic support matrix
 - Share these SMART goals with relevant teachers, academic support team and the Director of Studies/IB coordinator as necessary with reference to the academic support matrix
 - Attend student of concern meetings and any other mini review teams such as a small health care team meeting to address the care and well-being of their student's academic and mental health needs.
- Bringing concerns to the attention of the appropriate personnel through the referral process

Academic Support Team

- Liaise and communicate well with personal tutors, faculty staff, students, director of studies and when appropriate the Health and Well-Being team
- Considering resources, budget, staffing and time to create and facilitate a study support programme that is accessible and meaningful for students with SEN and ELL
- Review and audit the study support programmes on offer in a timely manner
- Be available to help personal tutors and/or students in the creation of meaningful academic SMART goals.
- Attend small health care meetings, monthly academic support meetings, weekly Health and Well-Being team meetings as and when necessary
- Co-ordinate with the director of studies the use and programme for the student of concern meetings
- Help to write and review any SEN, inclusion, ELL, admissions policies and procedures
- Consider and choose testing systems that may help to then inform best practice and learning strategies for subject teachers and faculty staff
- Learning support personal are available to offer consultative services to the regular classroom teacher
- Academic support team facilitates professional development on SEN and ELL as and when needed
- Liaise with other UWC academic support team and SEN resources for continued professional development and the sharing of best practice

Students

The involvement of students in the development, implementation and evaluation of SMART goals is an effective way to develop self-management, autonomy, self-efficacy and independence.

Students should:

- ✓ Contribute to the development of their SMART goals
- ✓ Be aware of their learning goals and timelines for reviewing and adapting these
- ✓ Actively strive to improve based upon these goals
- ✓ Understand the accommodations and self-advocate for these when appropriate
- ✓ Reflect on their progress in meetings with their PTs and/or Learning support team

List ways students can help each other with their academic study habits:

- Students could form their own study groups
- Students could access the peer support programme, tea and chill facility, self-care strategies all in a preventative mindset to help regulate positive learning cultures
- Students are invited to participate in the creation and reviewing of how to promote SEN inclusion at school and within the student handbook

7. Academic Learning Support Team and responsibilities

Academic support team services:

Help is available for developing skills to deal with the challenges of meeting all requirements of the academic, non-academic and residential college program.

- The learning support team has specialised training in the identification, support and development of SMART goals for students with learning needs. Daily academic support sessions labelled 'Drop-In' sessions are facilitated by a member of the academic support team in room 038 or the science department. ELL students take priority for this service and are identified and invited by the ELL academic support staff. Currently SEN students can also be invited to this service by the DOS, SEN Co-ordinator or a PT who has liaised with the former. Depending on the needs of the student, (considering other subject specific help sessions that are scheduled) with reference to the academic support matrix, attendance may be recommended daily or just once or twice a week. The ELL academic support staff and the science mentor keep an attendance log to audit use and when appropriate add contextual information about the session. This information is shared within the team and when necessary reviewed back with the student and PT.
- A weekly peer study skills group for selected students called 'The Crew' is another service. There are two groups, one for first years and one for second years. As well as group formation, trust and confidence building, students also share and explore different learning strategies.

The SEN Co-ordinator in cooperation with the IB Coordinator

- Documentation, implementation and filing of student support plans and student IB accommodations
- Liaise and communicate well with PT, subject teachers, students, DOS and when appropriately the Health and Well-Being team
- Liase with outside professionals and work to update referral sources
- Keep abreast of educational assessments administered within RBC and ensure that appropriate testing and assessment is conducted for SEN and ELL students. Disseminate findings to help aid and differentiate teaching and learning
- Monitoring a student on the academic support matrix and transitioning them on or off academic support in healthy ways.
- Co-ordinate with the director of studies the facilitation of the student of concern meetings

SEN Co-ordinator as an academic counsellor

Individual academic counselling sessions are organised through the PT and/or DOS. Sessions are usually between 45 minutes to an hour. Most sessions take place in 038 or the library archive room. Sessions could be a one-off session or a series of consecutive sessions depending on the need of the student and academic timeframes. The first session is usually to get to know a student and to understand their academic stress and workload they are experiencing. After discussing ways forward, it is often usual in the first instance to create a two-week working timetable that is shared with subject teachers, personal tutor, academic support team and the director of studies.

Following sessions will be based on SMART goals and usually exploring strategies to help with effective planning, time management and exam anxiety. Sometimes specific homework tasks will be looked at together to gain an understanding of how the student is approaching their learning.

However, it is important to understand that these 1:1 sessions are **not** to complete specific work, this is where attendance to the Drop In sessions or Subject Specific help sessions are more appropriate.

Ethics and Confidentiality

Handling information in an ethical and confidential manner is important in all circles at RBC including the care and provisions for students with SEN or ELL needs. Where possible the student and personal tutor are at the center of the information sharing with autonomy over the degree of transparency and how information is shared.

8. The IB Diploma Programme: principles and practices

The introduction of the *IB Diploma Programme* raises the question of how students with special educational needs will get access to the programme. As the school's inclusive education policy indicates, we want to identify and remove barriers to learning for students of all ages. Being a state school, however, means that students can only enrol in the *Diploma Programme* if they have completed lower secondary level education and fulfil national diploma requirements. We

assume that meeting both *IB DP* and national diploma requirements will be a challenge that only academically capable, well-organised and hard-working students can successfully take on.

Instruction and assessment in the *IB Diploma Programme* and in the national diploma course will be based on the principles that are outlined in the school policy and the pertaining IB documents:

- a) Creation of a learning environment that promotes appreciation as well as a sense of belonging, safety and self-worth
- b) Learning and teaching based on a strength-based perspective
- c) Respect for and appreciation of learning variability and diversity
- d) Equal opportunities for all learners
- e) Promotion of the IB learner profile with special regard to independent thinking, a caring attitude and confidence

Considering individual learning needs of all students, instruction in the *IB Diploma Programme* will apply the following four principles of good teaching practice:

- affirming identity,
- building self-esteem,
- valuing prior knowledge,
- scaffolding and extending learning.

The practices applied to students with special educational needs will have to be adjusted to the student's circumstances.

9. Reviewing the special needs policy

As inclusive education is a principle that has only recently been implemented in German schools, the revision of the special educational needs policy is required. If the national legislation or the school's policy changes, the IB-specific arrangements will have to be modified. The IB Steering Group will be responsible for the evaluation of the policy.

Review process at RBC

This policy document will be reviewed as and when the programme IB co-ordinator deems it to be necessary and in any case no later than 5 years from the date of publication. The programme co-ordinator will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

The RBC Special Educational Needs and Inclusion policy was drafted jointly by a committee of the IB Programme Co-ordinator, administration staff, classroom and learning support teachers, and approved Spring 2019

Date instated: April 01 2019

Review Date:

All policies are to be published on the UWC RBC Robert Bosch website.

10. Sources and appendix

Candidates with Assessment Access Requirements. International Baccalaureate Organization. Cardiff 2009.

Learning Diversity and Inclusion in IB Programmes. International Baccalaureate Organization. Geneva 2016.

Meeting Student Learning Diversity in the Classroom. International Baccalaureate Organization. Cardiff 2013.

Loveless, B., (n.d.). Study Skills Checklist. Retrieved March 21, 2019, from <https://www.educationcorner.com/study-skills-checklist.html>

Smallwood, A., (2016). *New Year, New Goals!* Retrieved March 21, 2019, from <http://www.newfoundbalance.com/new-year-new-goals/> Kale by LyraThemes.com

Appendices

- ✓ Academic support survey of concern
- ✓ SMART goals information
- ✓ Study skills checklist to inform SMART goal creation

Appendices:

A) A visual of the first 15 questions for the academic Support Student of Concern survey

Academic Support Student of Concern (Copy)

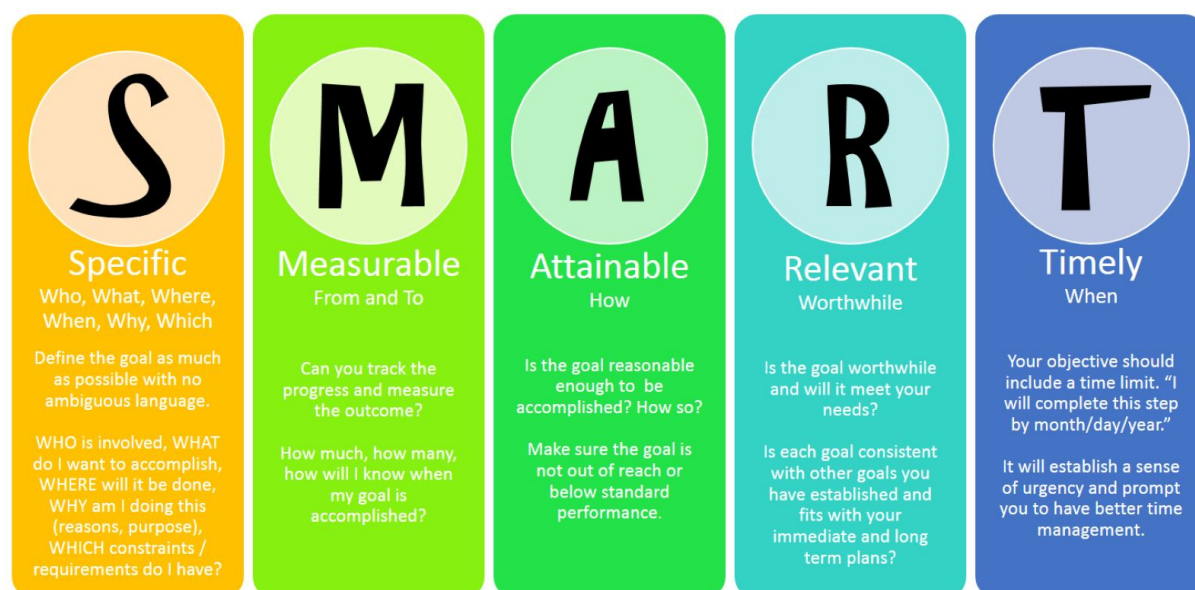
Your information will help to shape timely & appropriate action.

* Required

1. Critical Thinking: meta cognition
Starting with "Remembering" please tick only the skills which you feel the student consistently achieves and demonstrates. (These are taken from Blooms Taxonomy framework, to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts and rote learning). *

- ☐ Remembering concepts, processes, procedures and principles
- ☐ Understanding concepts, processes, procedures and principles
- ☐ Applying critical thinking in dialogue, labs, experiments, real life contexts
- ☐ Analysing concepts, processes, procedures and principles
- ☐ Evaluating (Meta cognition)
- ☐ Creating and transferring concepts to other contexts, real life situations, interdisciplinary cross-overs and other subjects

B) A visual explaining the purpose of SMART goals (Smallwood, A., 2016).



C) Study Skills Checklist for Personal Tutors to use with their tutees to create SMART GOALS for academic focus (Loveless, B., n.d)

We all learn differently, and we each have our own style of studying. No two people are exactly the same when it comes to study preferences. To get the most out of your studying, it's important to better understand what works for you, and what doesn't. To get started we recommend printing out the study skills checklist below. Once you've done this, read each statement and determine if it applies to you. If it does, then mark Y. If it doesn't, mark N. The purpose of this checklist is to provide you a basic self-assessment of your study habits and attitudes, so you can identify study skills areas where you might want focus on improving.

1. Y__ N__ I spend more time than necessary studying for what I am learning.
2. Y__ N__ It's common for me to spend hours cramming the night before an exam.
3. Y__ N__ If I dedicate as much time as I want to my social life, I don't have enough time left to focus on my studies, or when I study as much as I need to, I don't have time for my social life.
4. Y__ N__ I often study with the TV or radio turned on.
5. Y__ N__ I struggle to study for long periods of time without becoming distracted or tired.
6. Y__ N__ I usually doodle, daydream, or fall asleep when I go to class.
7. Y__ N__ Often the notes I take during class notes are difficult for me to understand later when I try and review them.
8. Y__ N__ I often end up getting the wrong material into my class notes.
9. Y__ N__ I don't usually review my class notes from time to time throughout the semester in preparation for exams.
10. Y__ N__ When I get to the end of a chapter in a textbook, I struggle to remember what I've just got done reading.
11. Y__ N__ I struggle to identify what is important in the text.
12. Y__ N__ I frequently can't keep up with my reading assignments, and consequently have to cram the night before a test.
13. Y__ N__ For some reason I miss a lot of points on essay tests even when I feel well prepared and know the material well.
14. Y__ N__ I study a lot for each test, but when I get to the test my mind draws a blank.
15. Y__ N__ I often study in a sort of disorganized, haphazard way only motivated by the threat of the next test.
16. Y__ N__ I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts.
17. Y__ N__ I don't usually change my reading speed in response to the difficulty level of what I'm reading, or my familiarity with the content.
18. Y__ N__ I often wish that I was able read faster.
19. Y__ N__ When my teachers assign me papers and projects I often feel so overwhelmed that I really struggle to get started.
20. Y__ N__ More often than not I write my papers the night before they are due.
21. Y__ N__ I really struggle to organize my thoughts into a logical paper that makes sense.

If you answered "yes" to two or more questions in any category listed below, we recommend finding self-help study guides for those categories. If you have one "yes" or less in one of the categories, you are probably proficient enough in that area that you don't require additional study help. However, no matter how you score it's always advisable to review all study guides to help you improve your study skills and academic performance.

- ✓ Time Scheduling - 1, 2, and 3.
- ✓ Concentration - 4, 5, and 6.
- ✓ Listening & Note taking - 7, 8, and 9.
- ✓ Reading - 10, 11, and 12.
- ✓ Exams - 13, 14, and 15.
- ✓ Reading - 16, 17, and 18.
- ✓ Writing Skills -19, 20, and 21

**RBC Academic Concern Level Support and Intervention—
students with need of special support**

Level	1	2	3	4
<u>Observations:</u>	<ul style="list-style-type: none"> - Lack of focus - Difficulty meeting expectations - Time management issues - Drop in academic performance - Lateness - Shorter, excused absences resulting in difficulties catching up (< 3 days) 	<ul style="list-style-type: none"> + - Difficulty meeting deadlines (missed several minor or 1 significant deadline) - Extended excused absences (> 3 days) - frequent lateness - SEN suspected or diagnosed - infrequent, unexcused absences - failing conditions in one subject 	<ul style="list-style-type: none"> ++ - Significant struggle meeting deadlines and expectations (missed >2 significant deadlines) - Frequent excused or unexcused absences¹ - failing conditions in two or more subjects 	<ul style="list-style-type: none"> +++ - not meeting academic expectations or deadlines at all - failing conditions in multiple subjects - truancy or extended sickness with major implications for academic performance
<u>Line of Information/Cooperation/Action items:</u> → Always transparent to student!	<ul style="list-style-type: none"> - Personal tutor gathers information from teachers - Personal tutor meets with students - Study skill checklist - Smart goal setting and timetable shared with PT and teachers - PT checks after 2-4 weeks, reviews with student, follows up with teachers 	<p>intervention wave 1 +</p> <ul style="list-style-type: none"> - DOS is informed, possible email note of concern to parents and NC, - plan and timetable including mandatory drop-in session (as needed to catch up), - program is shared with teachers, academic support and DOS - if SEN, PT reaches out to academic counsellor and DOS - PT checks after 2-4 weeks, reviews with student, follows up with teachers, informs DOS 	<ul style="list-style-type: none"> ++ - DOS calls concern meeting, letter of concern is issued to parents and NC, informs university counsellor, - plan and timetable including mandatory drop-in and help session (attendance taken), - mandatory weekly sessions with academic counsellor, - discussion about certificate option and review of academic program. - DOS checks after 2 weeks, reviews with student and PT, follows up with teachers and academic support 	<ul style="list-style-type: none"> +++ - DOS calls concern meeting with Rektor, potentially issuing of Rektor's warning, - meeting with parents and NC, - review of privileges, - if Y1, review of re-invitation to Y2.
	→	→	→	

¹ As defined by "When to Inform Parents/Guardians" policy, Sep 2018.

<u>Interventions:</u>	<ul style="list-style-type: none"> - agenda setting - time management - study skill check - coaching - voluntary support sessions - communication skills (follow-up) - Mindfulness group - Meditation - Rest - Sleep - 1-2 academic counselling sessions - voluntarily joining "The Mannschaft" - Peer Support 	<p>+</p> <ul style="list-style-type: none"> - Diagnostic sessions SEN - Regular support: <ul style="list-style-type: none"> • academic counselling • mandatory academic support, • Mannschaft, • psychological counselling. 	<p>++</p> <ul style="list-style-type: none"> - altered deadlines for assignments, - less CAS, - reduce to certificates, - spread exams. 	<p>Seite 2</p>
Specifics:				