THE TELEPRESENCE SYSTEM IS LEFT BEHIND

Situation

The telepresence system is left behind when other pupils take breaks or move to different classrooms.

Reflective questions

1. How does an affected pupil feel if the telepresence system is left behind? How can this situation be discussed in the classroom so that the needs of everyone (classmates, affected child, and teacher) are taken into account in the best possible way?

2. What measures can be taken to raise pupils' awareness and not leave the telepresence system behind?

3. How can we ensure that the telepresence system is consistently incorporated into transitions between lessons or activities?

4. How can we enhance communication to engage both pupils and teachers in the responsible use of the telepresence system?

Possible approaches

1. Raising Awareness: Explain to the classmates how the affected pupil feels when being left behind. You might consider planning a session to foster empathy – you could use role-playing (rotate roles to promote hands-on learning) and open discussions. For example, you could develop a collaborative game that encourages teamwork among pupils to ensure the telepresence device is brought along during transitions.

2. Establish Clear Procedures: Clearly outline and communicate procedures for handling the telepresence system during transitions. This can include assigning responsibility to specific individuals or implementing a checklist system. Integrating the procedures of handling the telepresence system with school routines could help with developing a habit of taking care of the device.

3. Create Attention: Remind the pupils frequently to take the device with them. Hang up a sign/poster at the door to draw attention to the telepresence system (let classmates design and decorate it, make it fun).

Approaches according to the eHandbook

The handbook outlines the importance of the buddy system and how to best implement it. The buddy's main task would be making sure that the telepresence device is not left behind. Ideally, the buddy is a close friend of the absent pupil. If that is not the case, they need to be introduced properly. The buddy should be aware of how important it is to feel included, especially in such a vulnerable situation. Hence a briefing should be organised, where pupils can talk about their needs (use a mediator, if necessary).[1]

Incorporate the transitions with the device into the classroom schedule. Technical aspects, such as battery charging, responsibility for carrying the system from room to room, and device position in the room are important aspects to consider for the implementation to be successful. It is important to make sure that pupils are aware of their turn to take care that the device is not left behind. Also, you might consider having two pupils responsible together (e.g., in case one of them is absent). Viewing this as an opportunity to improve relationships among pupils is key to promoting inclusivity.[2]

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[1] ABILITI Teacher eHandbook, pp. 39-41.
[2] ABILITI Teacher eHandbook, p. 41.