

# ACCOMPANYING THOSE WHO ACCOMPANY

Escola Pia de Caldes and Mataró

## 1. How have teachers lived this working time from home?

**Carolina Martínez and Marta Jaume, ESCOLA PIA – CALDES DE MONBUI**

At the beginning of this very complicated situation, many teachers had to adapt quickly to their new reality: frequent use of new technologies, new ways of teaching, alternatives of communication with students.

At first, this situation generated various emotions in the faculty. Most of them lived through this situation from insecurity, worry, and mistrust. The fact that it did not have clear instructions from the outset and that it was being changed week after week, generated stress and uncertainty.

Besides, many teachers had to reconcile family life with working life or boost stress and anxiety.

As time has passed, teachers have better managed the day-to-day, but their mood has been something like a roller coaster.

These last few days, and with the advent of new social permits, it seems that teachers are more optimistic, but concerns about the assessment and learning that students have been able to do in these months continue to come to light.

**Maite Núñez. ESCOLA PIA. MATARÓ**

There have been several processes that teachers have gone through:

- a) A first phase that takes place in the face of the news of the closure of the school. At this moment, there is considerable uncertainty. Some go through a phase of denial, others of fear. Everyone conveys messages of peace and hope to students.
- b) During the first days, after the closure of the Educational Center, the previous experiences are maintained. Teaching teams mobilize and start making decisions about how to keep the school alive, but from home. These moments are experienced with the feeling of unreality. Baccalaureate professors, whose students must pass the university entrance test, express enormous concern. The ones with the little ones too, but for another reason. The virtual way of teaching will not meet expectations. Most translate their concern into production: they need to create materials, design projects, communicate with students. This maelstrom catches some until they experience anxiety. Others get found in a shocking state.
- c) During the first two weeks, the virtual school is taking his pulse. Meetings are held, work is carried out, and online classes are held, hoping that it will be a 15-day closure. At most, some are hopeful that the Easter rest period will be allowed to pass) and the activities will resume. Teachers encourage their students; they maintain contact with them.
- d) All practically double their working hours. There are classes, material preparation, interviews... Time is running out. For most, personal life is intermingling with professional experience. Schedules and physical space are united in one. Family and professional reconciliation is very complicated.
- e) Easter allows the well-deserved rest. The stop allows air to be rearranged and reorganized on an emotional, familiar, professional level,... This time stage makes it easy to assimilate the times that are running, accommodate an uncertain deadline situation, plan tasks virtually, and assume reality.
- f) Restitute the teachers, the need to give emotional support to the students is detected, with the wear and tear that entails. For example, stress and anxiety appear in students of 2

Baccalaureates. At all stages, some cases of depressive symptomatology, difficulties in organizing time, are detected... This entails the need to manage these emotional states.

During this process, too, emotional stress begins to dent the teaching teams to the point that someone becomes ill.

- g) Used to confinement. Assessing its positive and negative aspects, uncertainty reappears in the face of a poorly designed and misinformed de-escalation process.

### **Throughout the process:**

Some teachers have personally experienced the disease in one of their family members, losing family or friends. All of them have performed a painful grieving process (remember that the conditions for a few weeks did not allow to accompany the hospitalized sick or perform farewell rituals).

Some tutors have accompanied some students who have personally experienced the illness or that of relatives (parents, grandparents, uncles, ...) as well as losses.

Also, the competent authorities have generated dread for their inaction, conflicting messages, implausible news, ... The teaching collective has often mainly been overlooked, which was not considered, inconsiderate by both the educational authorities and specific sectors of society.

Some families get tangled up in mourning speeches for teachers. Her pain (the losses, changes, uncertainty, ...) or hardship (ERTES, closure of business, economic problems, ...) move her without modesty to school, making her responsible for her misfortunes.

## ***2. What strategy have you followed since school (department and management) to accompany educators?***

### **Carolina Martínez and Marta Jaume, ESCOLA PIA – CALDES DE MONBUÍ**

One of the strategies followed by the school has been that of constant and fluid communication between department and management. This communication has allowed us to know each educator's situation and seek the best strategy to accompany them: telephone call, a videoconference, or a message of support.

Besides, from the department, attempts have been made to "download" task educators who required work added to their daily teaching task. A large number of joint tutorial follow-up interviews have been conducted with students and families to help the educator manage on-site that more emotionally themed news.

Management has also made individual meetings with all the teachers to know their reality and try to give resources to solve the difficulties encountered.

### **Maite Nuñez. ESCOLA PIA. MATARÓ**

The management of the school, the coordination teams of the stages, the psych-pedagogical teams of the levels, and the psych-pedagogical team of the school has held the meetings and increased the number of them.

During the first phase, the containment, reorganization, and design of the new school (School to home) is prioritized, providing coverage to all the educational community.

Even efforts to reinvent us could not be answered individually to all of them. It was worked in teams to promote a work resulting from consensus, but distance and time do not play in favor. Sometimes from slowness, sometimes in haste, fringes always appeared for combing.

The counselors of the different levels have been necessary for the organization to support teachers, students, families that management teams, coordination teams of the levels or tutors detected needy, vulnerable, emotionally affected, and difficulties managing their personal, family, work situation, ...

During the second phase, the strategy has tried to advance and forecast possible scenarios and possible strategies for coping with such situations. All this, maintaining the efforts of the first.

### **3. In general... how has the work of the guidance department been?, what have they focused on the most...?**

**Carolina Martínez and Marta Jaume, ESCOLA PIA – CALDES DE MONBUI**

In these months, the work of the department of counseling of middle school and high school has been varying. At the beginning of confinement, the people in the department contacted all the students we tracked during the course to offer them emotional support. At first, it seemed that the students had the situation under control, and it appeared that our task was going to be little during these months. As the days of confinement passed, the work increased to more than ten daily encounters with different students.

We have supported a reinforcement subject to make small groups and help students with more educational needs in the best way. We have also accompanied our students in their recovery tasks, planning, and organizing tasks in the best way. And we have accompanied students emotionally, managing situations of loss of family members, anxiety about being at home and fears, and insecurities in return to normal.

In short, the functions performed by the Psych-pedagogical Team during confinement have focused on:

1. Accompaniment and academic reinforcement to students with special educational needs (preparation of quarterly recoveries, curricular adaptations, ...)
2. Efficient and efficient use of different digital applications (Gmail, drive, meet...)
3. Organizing and planning school assignments
4. Emotional support to students and families (communication of bad news, emotional management, changes in habits and routines, use of social networks...)
5. Assertive communication within the family nucleus

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According to the above, counselors of all stages, but primarily, those who act in stages with older students (ESO, Bacca-laureate, Vocational Training) have maintained their daily routine (interviews with students, meetings with tutors, interviews with families, interviews with external professionals, ...). Still, the medium has become video interviews or online interviews.

They have not been able to carry out diagnostic scans because the material was in the center and, in some cases, cannot be adapted online.

Some interviews have not been conducted scheduled by their specific characteristics (very few; most have been able to do).

Counselors working with younger students have not been able to carry out all the functions required by their professional role (for example, they have encountered difficulties in the development of interviews with the "children," little adherence in some families (especially Early Childhood Education)).

The counselors who teach have continued with them as their teaching team colleagues. They have reprogrammed their subjects and created materials adapted to the environment.

In different stages **new support materials** have been created:

- o Guide tips for confinement. Early Childhood Education.
- o Addressing advises for confinement. Primary Education.
- o Guide tips for confinement. That.
- o Academic guidance website. 4TH THAT.
- o Guide tips for confinement. High school.

- Recorded Mindfulness sessions. High school.

Coordination **meetings** and psych-pedagogical level teams have been held at all stages.

They have increased the general Psych-pedagogical Team meetings for the creation of new materials that we detect that appear as necessary:

- o Separated on the center's website with support materials.
- o Infographic on COVID-19 and bereavement.
- o Guide for families on accompaniment in loss and grief of children, adolescents, and young people.
- o Web on the Return with materials on Emotional Education, lived experiences, grieving process, and the new reality (in the process of being created to be carried out during the return).

And finally, depending on the characteristics of the stage, the teams, the experience of each counselor, ... there has been more or less supporting in decision-making, in groups, for individual teachers or tutors, and participation in meetings.