



Erasmus+

BEST PRACTICE GUIDE

YEAH - Young Europeans in Action:



Helping you,
helping me out!

SPAIN – POLAND – LITHUANIA – HUNGARY – ITALY -

INTRODUCTION

Our Erasmus+ project 'Young Europeans in Action. Helping You, Helping Me Out (YEAH!!)' was born two years ago with the intention of putting our students in the center of the life of our schools by promoting their autonomy in issues such as the organization of activities at school and mediation among peers, where they are the ones to make interventions in conflicts with other fellow students.

In these two years of common efforts, we have heightened our teaching experience by developing an European dimension to our work. That's the reason you have this Best Practice Guide in your hands. But, what is a best practice guide?

We could define it a set of actions that, born out of a teaching necessity, are systematic, useful, efficient, sustainable, flexible, and are carefully thought over and performed by the members of our project, and that can mean an improvement in our teaching practice, fulfilling our needs and expectations.

All the schools that have been involved in the project these last two years have been applying a set of measure aimed to improve all aspects of the education of our students, applied from different angles. We have compiled them in this document to be handed to all agents involved in education in our influence areas (Primary Schools, Secondary Schools, Teacher Resource Centers...) with the intention of showing them actions that at one certain moment of their teaching practice might be a useful tool for them. That is the fundamental aim of this Best Practice Guide.

So please, take a look at all the entries of this guide. We are sure you will find something that with all necessary adaptations might be useful for your school. We really hope it will.

TOPICS

Welcome – Positive Climate

1. Welcome Plan: Welcome plan for new students of our influence area (Primary Schools)
2. Welcome Plan: Welcome plan for students who arrive at our school once the school year has already begun.
3. Welcome Plan: Welcome plan for teachers who are new at our school.
4. Positive School Climate: Researchers have found that a positive school climate can prevent absenteeism, suspensions, substance abuse, bullying, stress and burnout. Furthermore it can increase students' motivation to learn, academic achievement and psychological well-being. A good school climate facilitates school achievement because it is based on trust in the natural learning attitudes of students and on the building of an effective relationship between teachers and students. A physical safe and good environment is also important to improve students' success.
5. Protocol for troublesome groups in our school.
6. Welcome and listening for parents that come for the first time at our school, listening and mediation (school-family) plan for all the parents: At the heart of a healthy educational process, there is the cooperation between families and teachers. The contexts (house and school), physically separated, are actually characterized by a bridge, performed by a learner, whom the right care and the due interest must be recognized. When learners take part into a new school context (if we think about the level phases or beginning year or on going steps), it is necessary that welcome or direct meeting situations with families are created, to collect basic information but also to set a new agreement, based on openness and trust. This subject, always valid and necessary, takes on more importance when there are specific problems, which need focused participation and also continuous monitoring (see disability examples).
7. We make sure that each student gets access to knowledge, skills, and information. Such access improves the life chances, available choices, and valued contributions of every person. It is our central purpose of education, and all the goals and activities of our school revolve around this idea and its implications for our students, families, educators, and communities.

Rules, coexistence

8. School Attendance: Plan for students who repeatedly arrive late at school.
9. Implementation of the rules of positive behaviour. Thematic weeks in school. Every week is devoted for one of the 55 Essential Rules by Ron Clark. The aim of this is to improve student engagement, academic results and create the school climate and culture that leads to success for all learners.

Learning

10. Pay attention to what students say and what they do using listening abilities facilitating learning attitude: In an educational context it's important for teachers to

gather all data necessary to organize educational ways that are effective and suitable to the learners, and to their strong points and difficulties. Beyond academic studies and textbook readings, pupils' behaviors and the processes they activate while reasoning can provide starting points and guidelines. Meta-Cognitive didactics allows teachers and pupils to reflect on the processes in action, in order to produce solid learning useful for life. Listening and observing skills are the basis of educational achievement.

11. Give the students useful instruments to learn autonomously with and from others (students, teachers, parents). Plan for the improvement of useful instruments to build their own knowledge: European indicators highlight the need for pupils, who are the future citizens of the World, to acquire skills useful in life. To satisfy the expectations of society, it's necessary to provide and be provided with cross-cutting study and work tools, because "how" one researches is more important than "what" one researches. Method can be applied and generalized; contents without a method are isolated. This way, the person - that is the pupil - is in danger of drowning. School should make the pupil able to "surf" information but, if necessary, to go deeper and visit the "abyss" of knowledge.
12. Facilitate students in the process of finding solutions to the problems. Give to the students a chance to reflect on what they have learnt: Searching solutions or problem solving? They seem to be two identical activities, they actually hide slender but meaningful differences. In the school problem finding is getting more and more reinforced. It is the process that gives the possibility to develop the skill of possible strategies research to face a problem situation. Before setting solving techniques and procedures up, it is necessary to stimulate into the learners the divergent thought to reach the logic one; so that you can understand the value of the comparison and you can acquire the attitude to the critical reasoning. Every learner will take part, with his/her own contribution, to the building of processed solutions in collective way.
13. We tailor individual learning. We are aware of the children learn in different environments and in different ways. The "teachers" in these environments help children and youth to understand and make connections among different experiences. We use different approaches and strategies that personalize learning according to each students learning abilities, needs, styles, purposes, and preferences. We make sure that each student is challenged to achieve to high standards in ways that fit what they already know, what they can already do, and how they learn best.
14. We use collaborative teaching: As teachers we accept our different areas of expertise and skill and we work together, our collaborative approach help us tailor learning better for all our students.

Inclusion

15. Child welfare committee plan: The plan provides with suitable educational, psychological and social assistance to the school community, helps to create safe and friendly student learning environment.
16. Equalizing educational chances: Project to help students with learning difficulties.
17. We see Diversity as reality: We meet the needs of our students from different ethnic groups, family situations, and social and economic situations, with different interests and purposes for learning, and different abilities and styles of learning. Our students can pursue a common set of curricular goals or learning standards, accomplishing them in different ways and to different degrees of mastery.

18. We hold high expectations for student success: We believe in recognizing and value the contributions and talents of every student. All students are entitled to high expectations and challenging curriculum that lead to the same broad educational outcomes regardless of their ethnicity, culture, ability, gender, language, or family circumstances. We use lots of ways to demonstrate that students learn and use their learning. Performance and exhibitions, and innovative ways to document and share our students' learning accomplishments.
19. Action plan to help students with problems: Teachers, student support specialists, class teachers and administrative staff use varied approaches to reach all learners. We believe that working together we can serve children well in terms of helping them to reach their full potential.
20. Monitoring progress of individual students: Student progress monitoring is a practice that helps teachers to evaluate the effectiveness of their teaching and make better decisions. It helps students to see possible ways to improve their performance and feel better at school.

Conflict/bullying Prevention

21. Conflict prevention/resolution: peer mediation in which trained students leaders help their peers to prevent/resolve everyday conflicts: Conflicts at school between students but also between students and teacher is a problem of everyday life. Conflicts resolutions and prevention became more effective if they come from peer and not from an external "expert" or adults.
22. Take actions to cope with challenging situations in the school life: prevention of bullying and mobbing prevention of addictions: Everyday school life is full of conflicts to cope with. Teens are living an intricate time with strong ambivalent feelings and many times they solve this hard situation using bullying or substances like drugs, alcohol to cope with interior conflicts. School has to take actions to facilitate expression of feelings by crying and laughing, for example, or learning to tell others about them. Students need to learn to share emotions possibly utilising also non-verbal methods such as drawing, playing instruments, theater or dancing instead to act feelings like anger against other or themselves.
23. Addiction prevention program: (Drama, meetings with experts, projects): The addiction prevention program is a set of actions protecting children and teenagers against disruptions in development as well as intervention ones in case of occurrence of threats)

Mediation

24. Plan to define and individuate natural mediator students and improve natural helping and mediation skills: Some students have natural listening and mediation skills to be individuated and improved in order to manage conflicts and disagreement at school. Natural peer mediators need a training to develop their natural talents in the field of listening, empathy, emotional intelligence and communication skills.
25. Mediation and drama club: The club is organized by specialist drama teachers and aims to help students to solve everyday conflicts.

Health Promotion

26. Health's Day: On this day there are lectures and workshops for the children organised by the school doctors, psychologists and the police representatives. There are several topics connected with safety, conflict resolution, health and well-being.
27. Protocol for students with chronic diseases
28. School Days for Promotion of Health: Activities promoting health in our school.

Connection with other school, parents, neighboring institutions

29. Close connections with the kindergartens, before Christmas our children go to the neighbouring kindergartens and sing and play with the children together.
30. Voluntary actions: The school's art groups go to the neighboring institutions (libraries, hospital) and give concerts in the advent. They also organize voluntary actions.
31. Cooperation with parents: Co-operating activities conducted in our school.
32. We collaborate with families, agencies, and other community members: Collaboration with our families is a keystone for the school community and we are keen to involve our families in the progress of the children and problem solving if needed. Collaboration with other agencies to provide needed health and social services is our way to be more comprehensive and supportive of our students lives. Including community members and organizations in the day-to-day work enrich and extend our way to achieve more effective learning and life outcomes for each student.
33. Parent forum: The Parent Forum is a group of parent representatives who meet once or twice a term to discuss school-related issues. Regular, open communication and consultation with parents is of great importance to Alytus Dzūkija Basic School.
34. We organize and structure our school flexibly: We organize in ways that are adaptable to the needs of teachers and students. The school put a lot of work and effort in seamless partnerships. We believe that our families, community members, practitioners, researchers, and policymakers if succeeded working together can help us address real world problems and create solutions that will improve our school. Innovative schedules, school teams, mixed age teams, and other options are opportunities for educators to flexibly respond to student differences.
35. We keep improving: As school we must collect and use information that will keep improving all parts of our system. Families need information that keeps them meaningfully engaged in their children's education. Teachers need information that helps improve student learning. Policymakers need information that helps improve our school overall.

Tutoring, Twin classrooms

36. In the school there are twin classes, who organise projects together. They help each other, and for Christmas they give presents to each other.
37. Older students tutoring younger students. 5th grades are paired with 8th grades: Older students tutoring younger students refers to activities in which the 8th graders are matched with 5th graders for the purpose of guiding and supporting them in many areas of their academic, social and emotional development.

Thematic programs

38. Children's day: The children organize programs for themselves, they have dance, sport and leisure activities together.
39. School programmes in the forest: The classes travel to the neighbouring forest to have activities and special classes there.
40. Plan for encouraging student motivation: Motivating students is one of the major challenges teachers face on a daily basis. While much of the motivation is intrinsic to the student, teachers play a vital role in cultivating student engagement. Increased student engagement and motivation is a key to academic and behavioural success.
41. Promoting reading books – competitions, days of book: Different actions and competitions related to school library within the International Month of School Libraries..
42. Career consultant plan: It provides children with quality and affordable career services (career education, career counseling, vocational information services, career (self-) assessment and job search tools). The plan enables students' acquisition of career competencies (know yourself, know the career opportunities, career planning, career implementation), helps actively develop their careers.

Involvement of students with school life

43. Student Parliament: This is a forum held in every semester, where the representatives from each classes are present and they can ask the school leaders about every kinds of problems.
44. Active breaks: Spending two breaks during the day (10.30 and 13.15) in an active way.
45. Engaging into life of local community – cooperation with different organizations, NGO: This activity includes one example of cooperation i.e. with Great Orchestra of Christmas Charity.
46. We believe we are important because we work with learning and achievement. Children and youth spend an important part of their lives in schools. Yet after the home, the school is an important influence in shaping the lives of children, both while young and for the rest of their lives. Our goal is to prepare our students to build inclusive communities where people's differences are valued, where each member gets supported to contribute.
47. After school clubs – developing different interests (music club, sports craft, art craft).
48. Learning through volunteering: It is a training method which allows students to learn and apply the knowledge, skills and abilities in the community, encourages behave helpfully and helps to promote intercultural communication.
49. Child welfare committee plan.

Environment

50. Waste paper-collecting: Waste paper collecting and planting trees.
51. Sustainability and saving plan: Saving plan of water, electricity at school.
52. Sustainability and saving plan: Saving plan of paper, photocopies, ink...



WELCOME - Positive Climate

Welcome Plan

Welcome plan for new students of our influence area (Primary Schools)



Who is the activity aimed for?

New students coming to our school from the surrounding Primary Schools.

Who is going to carry it out?

The Headmaster and School Counselor will carry it out, as well as the Primary School Management and Teaching Staff.

Development of the actions to be taken

1. Secondary School Headmaster visits primary schools in March.
2. Primary students visit the Secondary School one week later to see school facilities and receive information about the new studies. Secondary students from the 1st year will be the guides. At the end of the day they are invited to a snack at the school canteen.
3. In September, one day before lessons start, the official presentation for students of 1st year of Secondary Education will take place. New students and their families are invited to the act that will be conducted by the School Management team, the School Counselor and the Responsible Teachers of the 1st year. In this general meeting, the most relevant aspects of the school year will be introduced, adding any type of complementary information in relation to discipline, school non-attendance, care of school materials and furniture, evaluation and school promotion, use of the school web page, school projects, Parents Association, Attention Plan for Diversity, Education provision, transport and canteen services...
4. Once this meeting is over, students go to the classrooms with their responsible teachers and they are given the school timetable. Then, all of their teachers come to the classrooms to introduce themselves and explain the basic aspects of their subjects.
5. During the first week, and within the School Tutorial Action Plan, a tutorial lesson will be implemented, where introduction and group communication games and activities will be developed.
6. In following weeks, and also within the School Tutorial Plan, new tutorial lessons will be shown to new students to let them know the school rules, rights and duties, bullying prevention, etc.

Evaluation of the results

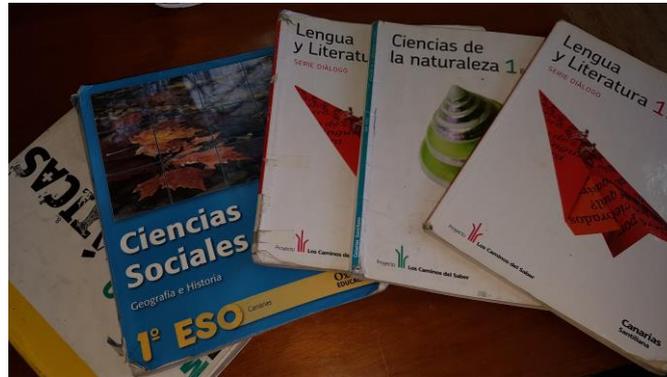
The Teaching Staff will evaluate results and will suggest changes to the School Management Team, if necessary.



WELCOME - Positive Climate

Welcome Plan

Welcome plan for students who arrive at our school once the school year has already begun.



Who is the activity aimed for?

Students that arrive at our school once the school year has already started.

Who is going to carry it out?

Head of Studies, Headmaster, School Counselor and Tutor will carry this plan. Helping students will also collaborate.

Development of the actions to be taken

1. When parents and student come to school for enrollment, they will be shown school characteristics and optional subjects of the school year.
2. Head of Studies, or any other member of School Management, will welcome the new student and will allocate him/her in a group.
3. Head of Studies will let the tutor of that group know the new student, as well as any important or relevant information. One or two helping students will be assigned to the new pupil, in order to show him/her the school, the rules, etc. A meeting between family and tutor will be arranged.
4. The arrival of the new students will be communicated to all teachers of that group.
5. The Head of Studies or the Headmaster will accompany the new student to the classroom where he will be introduced to his/her new classmates, as well as to the helping students.

Evaluation of the results

The Pedagogical Commission will evaluate results and will suggest changes to the School Management Team, if necessary.



Welcome Plan

Welcome plan for teachers who are new at our school.



Who is the activity aimed for?

Teachers that arrive at our school once the school year has already started.

Who is going to carry it out?

School Management Team and teaching staff will carry the plan.

Development of the actions to be taken

1. Introduction of School Management Team.
2. Timetable is handed, with any relevant explanations about it.
3. Introduction of the Department Chief, and/or the rest of teachers of that department.
4. Communication with the discharged teacher will be arranged so that information about students, tasks, contents to be taught... can be exchanged.
5. Information about the surroundings of the school (homes for rent, supermarkets, cultural activities, shops...).
6. If the discharge is planned, the teacher will leave a folder with as much information about students, groups, marks, lessons, syllabus, etc. as possible.

Evaluation of the results

The Pedagogical Commission will evaluate results and will suggest changes to the School Management Team, if necessary.



Welcome – Positive climate

Positive School Climate

Researchers have found that a positive school climate can prevent absenteeism, suspensions, substance abuse, bullying, stress and burnout. Furthermore it can increase students' motivation to learn, academic achievement and psychological well-being. A physical safe and good environment is also important to improve students' success.



Who is the activity aimed for?

This activity is a precondition for learning/teaching process. There is no opportunity to learn without a facilitating climate. The activity is aimed to promote the involvement of students in the school system, but also the satisfaction and effectiveness of teachers and the trust of parents in the school system.

Who is going to carry it out?

Everyone has a role to play in building a positive school climate. Success depends on a whole school approach that includes the active involvement of school leaders, staff members, students, parents and community members who are committed to a shared vision of a safe, inclusive and accepting school community.

Progression of actions

The results of the school climate surveys can help to inform the continuing development and improvement of school and board policies, practices and initiatives, including equity and inclusive education policies plans. This resource provides practical ideas for safe and accepting schools teams and it takes into account new and ongoing challenges with respect to improving school climate. It offers new ideas and strategies that teams can adapt as they continue to nurture a learning environment that enables all students to thrive.

Evaluation of results

Results will be evaluated with surveys during the project and at the end of it. The results will be used to share good practices and improve the policies of equity, inclusion and respect.



Welcome – Positive Climate

Protocol for troublesome groups in our school



Who is the activity aimed for?

Class groups which show frequent discipline or low school performance at most of subjects.

Who is going to carry it out?

The Headmaster, Head of Studies, tutors, teaching staff, families and students.

Development of the actions to be taken

1. When we observe general discipline problems or low school performance of one whole class group, pointed out by the whole of the teaching staff for that group, the first step to try to give solutions to that issue is to have a meeting with students, tutor of the group, Headmaster and Head of Studies to let them know how dissatisfied we are with them, and try to offer solutions to solve the problem.
2. If those negative attitudes persist, we arrange a meeting in which students, their parents, the whole of the Teaching Staff, the Headmaster and the Head of Studies will be present. In that meeting we will inform families of those issues, and try to get an agreement in which all parties will be make efforts to try to reach an improvement into the classroom. That agreement will be signed by families.
3. Those signed agreements will be monitored to assure they are being followed by the totality of the group. If necessary, they will be reassessed if the teaching staff considers better results can be obtained with specific modifications.
4. If the negative attitudes are still observed, individual measures will be taken with those pupils with more negative behavior

Evaluation of the results

The Teaching Staff will evaluate results and will suggest changes to the School Management Team, if necessary. More important measures will be taken by the Pedagogical Commission.



Welcome – Positive climate

Welcome and listening for parents that come for the first time at our school, listening and mediation (school-family) plan for all the parents

At the heart of a healthy educational process, there is the cooperation between families and teachers. The contexts (house and school), physically separated, are actually characterized by a bridge, performed by a learner, whom the right care and the due interest must be recognized. When learners take part into a new school context it is necessary to create welcome or direct meeting situations with families, to collect basic information but also to set a new agreement, based on openness and trust. This subject takes on more importance when there are specific problems, which need focused participation and also continuous monitoring (see disability examples)



Who is it aimed for?

The activity is mainly addressed to families but it is also necessary for teachers and for learners. Creating an agreement with parents or with tutors means to ensure the school the building of a “portfolio” of knowledge and data that can be marketable into daily teaching (past experience, interests, disadvantage and advantage, meaningful experiences, etc.); for the learners knowing that family and school are in touch and cooperate, respecting the functions and relevance roles, it means having a steady foundation where to build their own growth.

Who is carrying it out?

Teachers, together with people having reference roles inside the School and with the Head teacher, prepare informative material, which shows families the management procedures of the relations and it is a guide for them, and it is filling to collect useful information on the child life.

Progression of actions

The family is welcome and participate to starting and informal meetings, with the aim to set a first agreement. Specific meetings are planned, where it is more necessary, intended to data collection that need to set the learner situation and to build a suitable course to his/her needs; informative material of the School are at the families’ hand explaining ventures and possibilities of cooperation with teachers and school.

Evaluation of results

Parents can assess the welcome and listening levels through some surveys, with the aim to improve and provide fruitful and functional opportunities in the future.

Welcome – Positive climate



We make sure that each student gets access to knowledge, skills, and information

Such access improves the life chances, available choices, and valued contributions of every person. It is our central purpose of education, and all the goals and activities of our school revolve around this idea and its implications for our students, families, educators, and communities

Who is it aimed for?

Who is carrying it out?

Progression of actions

Evaluation of results



School Attendance

Plan for students who repeatedly arrive late at school.



Who is the activity aimed for?

Students who repeatedly arrive late at school.

Who is going to carry it out?

Head of Studies, Teaching Staff and Teachers on Duty.

Development of the actions to be taken

1. Detect late arriving students.
2. 1st hour delays. When the pupil reaches three unjustified delays recorded in the Arrival Control Book, the Head of Studies will communicate to the tutor of that child in order to arrange a meeting with the family and find a solution to that circumstance.
3. Delays during the rest of the school day. Since the very first unjustified record in the Arrival Control Book, the Head of Studies will communicate to the tutor to arrange a meeting with the family.
4. If delays are continuous, the Head of Studies will inform of the situation to the Coexistence Commission, which will take the right measures.
5. Along all these procedures, families will have to follow the protocol of justification of non-attendance to school to the tutors.

Evaluation of the results

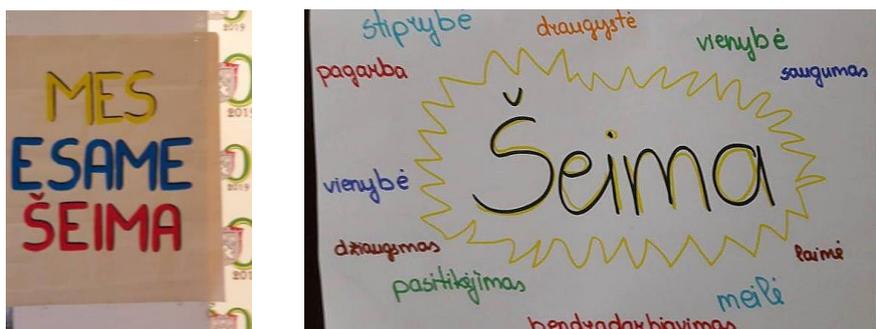
The Pedagogical Commission will evaluate results and will suggest changes to the School Management Team, if necessary.



Rules, coexistence

Implementation of the rules of positive behaviour: Thematic weeks at school

Every week is devoted for one of the 55 Essential Rules by Ron Clark. The aim of this is to improve student engagement, academic results and create the school climate and culture that leads to success for all learners.



Who is the activity aimed for?

Each rule is aimed to introduce a certain skill which develop well behaved, positive, polite and safe student. Skills lead to confidence, and confidence leads to pride and self-esteem.

Who is going to carry it out?

This training method is suitable for both high and low academic achievement students as teaches them common courtesy, positive attitude, responsibility and safety. Every class before introducing the rule to the school community discusses its moral and finds the most appropriate ways of introduction.

Development of the actions to be taken

The teaching of rules and procedures within classroom requires steps. Students will learn best with explanation of rules (the responsible class thinks about rule introduction). Rehearsal is the next step. Role-playing and a frank, interactive discussion are usually held during class meeting and lessons during the week. Finally comes feedback when students reflect on the rule effects in their school and real life.

Why is it useful for students at school?

While implementing this activity we together with Ron Clark believe these Essential 55 rules will build students' self-esteem by giving them skills they can use throughout their lives. This makes school closer and therefore friendlier to their real life.

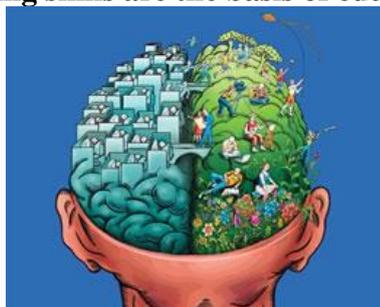


Learning

Pay attention to what students say and what they do using listening abilities facilitating learning attitude

In an educational context it's important for teachers to gather all data to organize educational ways that are effective and suitable to the learners, and to their strong points and difficulties. Meta-Cognitive didactics allows teachers and pupils to reflect on the processes in action, in order to produce solid learning useful for life.

Listening and observing skills are the basis of educational achievement.



Who is it aimed for?

The activity has got double value. The beneficiaries are in fact both teachers and learners at the same time, but the specific aims intersect and self-nurture: teachers acquire work tools and methods useful to organize effective learning ways; learners acquire the skill to reflect and reason on the processes which lead to results: this way mistakes become an incentive to improve.

Who is carrying it out?

Teachers realize the activity daily and aim to share it through information and educational exchange with their own colleagues and with students' parents. This way they will motivate all participants to its dissemination and transverse use. The general purpose is disseminating all practices which improved the learning development, because success is always an outcome of share and collaboration.

Progression of actions

Throughout educational activities teachers provide key-questions for students (it's possible to produce raw material to use as visual aid or compensatory tools, like classroom posters or tables for individual use, in order to make students autonomous). Teachers explain when, why and how to use these questions and collect remarks to share with pupils themselves, colleagues and parents. Such a comparison between circumstances and contexts helps the pupil to have a holistic vision and gives value to all his features.

Evaluation of results

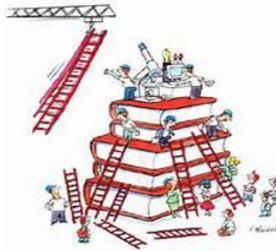
Results consist in collecting answers given by students to the questions (forms, observation tables, "logbooks" and final reports) and reports resulting from meetings with colleagues and parents, where contact points and disagreement are evident.

Learning



Give the students useful instruments to learn autonomously with and from others (students, teachers, parents).

European indicators highlight the need for pupils, who are the future citizens of the World, to acquire skills useful in life. To satisfy the expectations of society, it's necessary to provide and be provided with cross-cutting study and work tools, because “how” one researches is more important than “what” one researches. Method can be applied and generalized; contents without a method are isolated. School should make the pupil able to “surf” information but, if necessary, to go deeper and visit the “abyss” of knowledge.



Who is it aimed for?

The activity is mainly addressed to pupils in order to let them acquire key concepts of learning autonomy:

- organization: collecting, classifying and organizing ideas functionally and according to the timetable;
- research: before collecting results it's necessary to carry out researches lead by teachers and fulfilled individually or in peer group;
- multimedia: it doesn't only refer to advanced technology but also to all available resources.

Who is carrying it out?

Teachers provide initial inputs, then allow pupils to work autonomously relying on the capacity of the individual and on the potentiality of the group. Pupils themselves, help and support each other's, implementing strategies and learning techniques: cooperative work, peer tutoring, action-research and problem solving, to develop and improve transversal skills.

Progression of actions

Through brainstorming activities, ideas are expressed and collected: these steps, leading up to those more operative, need to understand what the content and the participation and action instruments are: once the topic and the aspects to deal with is understood, research-steps are marked through the use of files meaning all the marks to follow.

Evaluation of results

The project is to assess in all the steps through the reports of different situations. A survey on work results; a cognitive autobiography for individual considerations; the final texts, presented to the group; the debriefing and the final discussion.



Facilitate students in the process of finding solutions to the problems

Searching solutions or problem solving? They seem to be two identical activities, they actually hide slender but meaningful differences. In the school *problem finding* is getting more and more reinforced. It is the process that gives the possibility to develop the skill of possible strategies research to face a problem situation. Before setting solving techniques and procedures up, it is necessary to stimulate into the learners the divergent thought to reach the logic one; so that you can understand the value of the comparison and you can acquire the attitude to the critical reasoning.

Every learner will take part, with his/her own contribution, to the building of processed solutions in collective way.



Who is it aimed for?

The activity is addressed to learners, but the adults (teachers and parents), who represent the reference model, have to prove the validity of such processes of thoughts. Through some practical and theoretical examples, either at school or at home, children and teenagers have to be stimulated to question themselves on the ways to face even simple daily situations. Learners will be able to understand the value of the “possibility”, which is directly connected to the concept of “buoyancy”.

Who is carrying it out?

Teachers will tell episodes of real life, they will read specific texts and will show videos to make think about and to stimulate the statement of hypotheses to solve questions of different nature: practical life, interpersonal situations, even the problems arising inside the school context, including the standard math's items which the learners are so much concerned about.

Progression of actions

After having submitted learners to a series of aimed contributions, which represent the most frequent critical situations synthetically, teachers will guide the activities in the small group where the same students will be, to tell moments of their own life and to perform them, processing scripts to write and to perform to the classmates or to schoolmates. Who will attend, he/she will have the opportunity to think about it and to try to bring solutions forward, before finding out the way which the given problem will have been solved in.

Evaluation of results

The training will be assessed on the basis of presented and performed texts and from the skill of learners to think about it together.



We tailor individual learning

We are aware of the children learn in different environments and in different ways. The “teachers” in these environments help children and youth to understand and make connections among different experiences. We use different approaches and strategies that personalize learning according to each students learning abilities, needs, styles, purposes, and preferences. We make sure that each student is challenged to achieve to high standards in ways that fit what they already know, what they can already do, and how they learn best.

Who is it aimed for?

Who is carrying it out?

Progression of actions

Evaluation of results



Learning

14. We use collaborative teaching

As teachers we accept our different areas of expertise and skill and we work together, our collaborative approach help us tailor learning better for all our students.

Who is it aimed for?

Who is carrying it out?

Progression of actions

Evaluation of results



Child welfare committee plan

The plan provides with suitable educational, psychological and social assistance to the school community, helps to create safe and friendly student learning environment.



Who is the activity aimed for?

All the activities are to organize and coordinate prevention work, perform evaluations of pupils with special educational needs, develop talented pupils' education (learning), improve school and family cooperation, monitor and activate each student's progress, implement the positive behaviour strategies, emphasize communication skills.

Who is going to carry it out?

The plan is carried out by school psychologist, social worker, speech therapist and special educator.

Development of the actions to be taken

Psychologist: lessons for special needs students on emotion management and communication issues; research on first, fifth class students' adaptation; psychological climate studies in classes throughout the year; reports for teachers how to develop students' social emotional skills etc.

Social worker: lessons for SEN students on social topics (behavior, communication, responsibility etc.); tracking students' behavioral problems and attendance, solving problems; close cooperation with local institutions like Red Cross, Child Day Centers, Child Rights Protection Service, the Police, Pedagogical Psychological Service etc.

Speech therapist, special educator: organizing excursions for special needs pupils to encourage positive achievements; to organize individual meetings with teachers, pupils with special educational needs and their parents to discuss half-year results; to consult teachers how to write teaching programmes for SEN students etc.

All members organize different actions, events, lectures, give consultations to school community when it is needed.



Equalizing educational chances

Project to help students with learning difficulties.



Who is the activity aimed for?

Students with learning difficulties.

Who is going to carry it out?

School counselor, class teacher, teaching staff.

Development of the actions to be taken

1. At the beginning of the school year the school counselor analyzes Psychological and Pedagogical Counseling Center opinions and appoints a group of students which require equalization classes.
2. Teachers taking into account students' needs create equalization teaching programs.
3. Equalization classes from different subjects take place once a week. Students with learning difficulties can for example take part in polish classes, math classes, etc.

Evaluation of the results

Thanks to the cooperation of the School Counselor and teaching staff each student with learning difficulties can take part in equalization classes adjusted to their needs. They have a chance to catch up.



Inclusion

We see Diversity as reality

We meet the needs of our students from different ethnic groups, family situations, and social and economic situations, with different interests and purposes for learning, and different abilities and styles of learning. Our students can pursue a common set of curricular goals or learning standards, accomplishing them in different ways and to different degrees of mastery.

Who is the activity aimed for?

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Who is going to carry it out?

Development of the actions to be taken

Evaluation of the results



Inclusion

We hold high expectations for student success

We believe in recognizing and value the contributions and talents of every student. All students are entitled to high expectations and challenging curriculum that lead to the same broad educational outcomes regardless of their ethnicity, culture, ability, gender, language, or family circumstances. We use lots of ways to demonstrate that students learn and use their learning. Performance and exhibitions, and innovative ways to document and share our students' learning accomplishments.

Who is the activity aimed for?

Who is going to carry it out?

Development of the actions to be taken

Evaluation of the results



Action plan to help students with problems

Teachers, student support specialists, class teachers and administrative staff use varied approaches to reach all learners. We believe that working together we can serve children well in terms of helping them to reach their full potential.



Monitoring students' progress and collecting related data

'My class and me' questionnaire is intended to obtain systematic student assessment of classroom climate.

'How well I am doing in school' questionnaire is intended to track individual student progress.

'Me in the classroom' questionnaire helps student and teacher self-evaluation and teacher-student cooperation improvement.

Survey results are analyzed and discussed individually with students and student support specialists or parents if needed.

Student support forms

Class teachers communicate with individual students.

The school psychologist carries out a study to determine students' preferred learning styles and then teachers implement these learning styles into their lesson plans and study techniques.

Teacher meetings for discussing the progress and behavior of each class are held twice a year.

Open Doors Days are held twice a year. Parents can discuss their child's learning progress with the teachers of different subjects.

Learning support is provided to pupils who require additional help. Consultation appointments are offered to students when they need extra work to catch up with the rest of the class especially after longer absences.

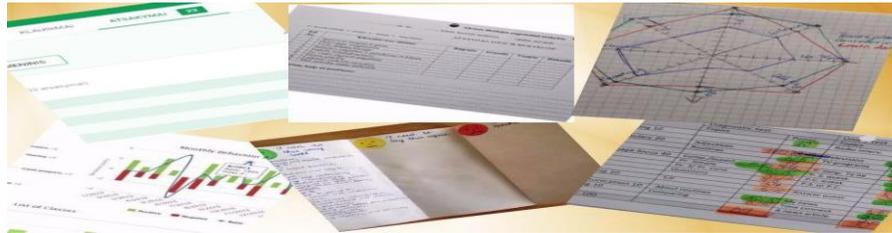
Help with homework is offered in the afternoon groups for 1st - 4th and 5th - 8th class students.

Student involvement in extracurricular activities such as sports, arts, music, etc.



Monitoring progress of individual students

Student progress monitoring is a practice that helps teachers to evaluate the effectiveness of their teaching and make better decisions. It helps students to see possible ways to improve their performance and feel better at school.



Who is the activity aimed for?

Student progress monitoring offers important benefits both to teachers and students. Constant (self) evaluation and reflection on the results and the process of learning and performance can identify potential problems and teacher decision making improves. Students learn more as they become more aware of their own performance.

Who is going to carry it out?

This practice is suitable for all levels academic achievement students. The more monitoring tools teachers suggest the wider and more detailed picture of performance students can see, the better decisions both students and teachers make.

Development of the actions to be taken

Student progress monitoring fits well into the routine of the classroom as well as afterschool activities. Example: for monitoring behaviour performance in and out class students can be questioned by teachers through paper forms or google forms. Visible data in graphs gives full picture of the class as well as personal behaviour.

To monitor academic progress of students such tools as learning diaries, nets or charts of test tasks can be used. All these tools aim to show students the level they have reached and identify the topics they should improve.

Why is it useful for students at school?

An effective monitoring system gives students immediate feedback of their efforts in achieving better academic and behaviour results, helps to improve decision making for teachers, students and their parents.

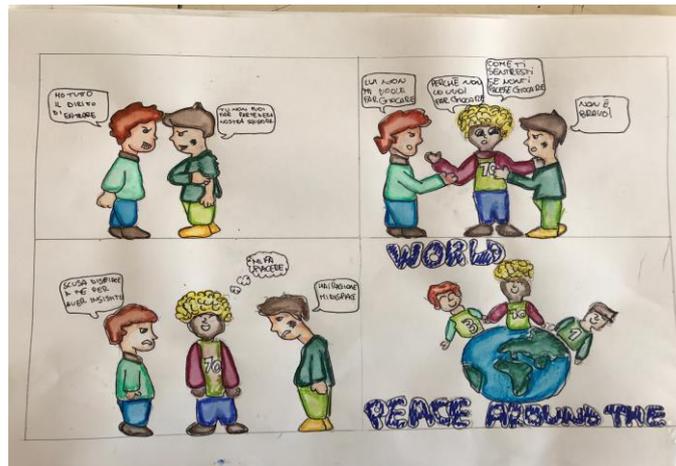
Frequent and constant monitoring of student progress develops their awareness of their own performance and helps to share responsibility for their results.

Conflict/bullying Prevention



Conflict prevention/resolution: peer mediation in which trained students leaders help their peers to prevent/resolve everyday conflicts

Conflicts at school between students but also between students and teacher are often a serious problem. Conflicts resolutions and prevention became more effective if they come from peer and not from an external “expert” or adults.



Who is the activity aimed for?

The activity is aimed to teach peer mediation skills to a selected group of students in order to act as peer mediator in the school. The main goal is to tackle conflicts at school, especially conflict in secondary school, but also at every level.

Who is going to carry it out?

At the beginning a group of teachers and students of 1st and 2nd classroom of secondary school, but it will be extended to the whole community. This group will be a model for other students in the school and they will have a role as peer mediator developing listening mediation skills, positive attitude skills.

Development of the actions to be taken

It will be a step process. At the beginning the selected group will join a training with external experts (mediators and psychologist) in order to learn the process of mediation, listening abilities, conflict resolution and prevention skills. Then they will have a time with their teachers in order to increase their knowledge of the topic and train for several times their abilities. After this time they will start to take action to prevent or solve conflicts with the monitoring of experts.

Why is it useful at school?

Every actor of school community will have benefits from a reduction of conflicts. If conflicts disappear time of effective learning will increase and good climate will enhance the willing to actively participate in everyday life at school.



Conflict/bullying Prevention

Take actions to cope with challenging situations in the school life: a. prevention of bullying and mobbing, b. prevention of addictions

Everyday school life is full of conflicts to cope with. Teens are living an intricate time with strong ambivalent feelings and many times they solve this hard situation using bullying or substances like drugs, alcohol to cope with interior conflicts. School has to take actions to facilitate expression of feelings by crying and laughing, for example, or learning to tell others about them. Students need to learn to share emotions possibly utilising also non-verbal methods such as drawing, playing instruments, theater or dancing instead to act feelings like anger against other or themselves.



Who is the activity aimed for?

The whole school community with special attention to teenagers in secondary school.

Who is going to carry it out?

Headmistress, all the teachers, experts that collaborate with school (psychologist, counsellor, associations involved), parents.

Development of the actions to be taken

- Education of feelings: knowing ourselves, learning to share emotions, to communicate with others
- Respect: learning to listening to the others, learning to respect others.
- All different all the same: learning to respect differences and to consider them as a resource
- Have good time at school: using circle time session in order to develop good climate at school and discovering the “power of words”
- What bullsh is: make students at all the levels conscious of bullsh and its effects on the victims. The more they know the reality the more they can cope with it and prevent it.
- Risk of addiction: special session to talk with experts and teachers about abuse and addiction prevention (for secondary school)

Evaluation of results

A mixed commission of Headmistress, collaborating teacher staff and external expert will evaluate the action and monitoring them in order to improve their effectiveness.

Conflict/bullying Prevention



Addiction prevention program: (Drama, meetings with experts, projects)

The addiction prevention program is a set of actions protecting children and teenagers against disruptions in development as well as intervention ones in case of occurrence of threats.



Who is the activity aimed for?

The program supports students in coping with difficulties threatening proper growth and healthy life.

Who is going to carry it out?

The program is set forth by the Parents Council, Teachers Council and approved by the Students Council.

Development of the actions to be taken

1. Popularization of knowledge and rules of abiding law.
2. Shaping socially accepted attitudes.
3. Enhancing students' self-esteem.
4. Providing the feeling of safety at school.
5. Creating positive teen relationships.
6. Preventing playing truant.
7. Promoting healthy lifestyle and nutrition.
8. Shaping appropriate attitudes towards the weak, the young, the elderly, the sick, the disabled.
9. Making aware of negative effects of psychoactive substances.
10. Making aware of threats coming from inappropriate use of media.
11. Preparing the students for volunteering.
12. Cooperation with parents in the area of prevention.
13. Increasing parents' competences through promoting institutions.

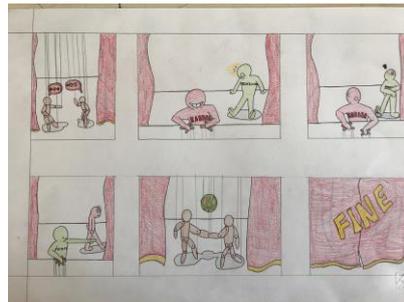
Evaluation of the results

Appropriate growth and development of the youth is supported.



Plan to define and individuate natural mediator students and improve natural helping and mediation skills

Some students have natural listening and mediation skills to be individuated and improved in order to manage conflicts and disagreement at school. Natural peer mediators need a training to develop their natural talents in the field of listening, empathy, emotional intelligence and communication skills.



Who is the activity aimed for?

The activity is aimed for a selected group of students that show natural attitudes toward polite communication, abilities to listen to the other, tendency to act as a natural mediators in conflicts. They will be selected by natural observation and attitudinal questionnaires and they will receive training on a basis of voluntary participation.

Who is going to carry it out?

Students will receive training by expert mediators together with some selected teachers of the school. Experts will show the process of mediation and the training will be based on experience, role plays, group games, simulated conflicts and disagreements.

Development of the actions to be taken

The students will improve their natural skills in the field of:

- Listening abilities
- Empathy and the ability to fully understand others
- Impartiality
- Enhancement of verbal and non verbal communication skills

After these steps the students will practice the process of mediation:

- Establish some ground rules for mediation (when someone talk the other must listen to)
- Understanding the situation (let each part of the conflicts express his/herself and let show the feelings)
- Try to find a win-win solution to the problem/conflict

Why is it useful at school?

The most fundamental benefit of peer mediation is that it effectively resolves student conflicts. Many mediation sessions result in an agreement that satisfies not only the parties, but teachers, administrators, and parents as well. Peer mediation motivates students to talk things out rather than fight things out. It increase empowerment and self-esteem because they receive help from a pair and not from an adult. It can also act as a prevention method.



Mediation

Mediation and drama club

The club is organized by specialist drama teachers and aims to help students to solve everyday conflicts.



Who is the activity aimed for?

The mediation and drama club aims to help students with mental problems.

Who is going to carry it out?

The activities carried out by our special drama teachers.

Development of the actions to be taken

The mediation and drama club is organized by our drama teachers and performed once a week in Wednesdays afternoons. In the club there are special activities carried out by the teachers and the students, which aim to prevent bullying, resolve conflict and help the children to conduct happy life. The club is organized for the group members, but any of the children can take part in it. The mediating children also take part in the programme, and also their task to disseminate the good practices in their classroom and act in case of conflicts.

Evaluation of the results

As a result, the mediating students can help in establishing the mental well-being in the school.



Health's Day

On this day there are lectures and workshops for the children organized by the school doctors, psychologists and the police representatives. There are several topics connected with safety, conflict resolution, health and well-being.



Who is the activity aimed for?

The target group of this activity are all of the children in the school.

Who is going to carry it out?

The school's doctor and nurses prepare with lectures, psychologists and some policemen perform various activities connected with mental a physic health.

Development of the actions to be taken

The health's day is usually carried out in the last week of the semester. This day there is no formal teaching, instead there are special classes to the students. We usually invite the school's doctor, nurses, policemen and psychologists who prepare with lectures. The lectures are focusing on the mental and physic well-being. They perform lectures about healthy eating, the benefits of sports, the dangers of internet, safety matters, conflict resolution and positive thinking. They also perform meditation, relaxing and sport activities. There is a possibility for children with mental problems to take part in individual consultation with the psychologists.

Evaluation of the results

The students get help to achieve mental and physical well-being.



Protocol for students with chronic diseases



Who is the activity aimed for?

Students with chronic diseases

Who is going to carry it out?

Teaching staff

Development of the actions to be taken

- The protocol will be activated when the child's family communicates the existence of the illness. If the communication is expressed to any member of the teaching staff, they will immediately tell the Management Team.
- The school will ask the family for a medical report that details the student's needs during their stay at school, and what the procedures need to be taken in case of emergency. That report will be filed with the student's enrolment documentation, and a copy will be included in the folder for students with chronic diseases.
- Treatment must be carried by the students themselves, or supplied to the school by families.
- Families need to sign a document allowing the Teaching Staff the administration of medicines if necessary.
- The special folder with a registry of all students with chronic diseases will always be available at the Teaching Staff Room, with cards with photos for all students involved, so that they can be easily recognized by any teacher that might be on duty.
- The special folder will also include a quick guide with actions to perform in case an emergency arises.
- Emergency services will be called if necessary, as well as families.
- If a member of the students' families don't arrive at school to pick their children up, a member of the Teaching Staff will accompany the child to the health care centre.

Evaluation of the results

New measures can be taken to ensure the effectiveness of the plan



School Days for Promotion of Health

Activities promoting health in our school.



Who is the activity aimed for?

School Days for Promotion of Health are designed for all students of our school.

Who is going to carry it out?

All the activities are carried out by the school educator, the principal, teachers, school hygienist and invited experts.

Development of the actions to be taken

1. The first and the most important aim of the School Days for Promotion of Health is the health education by which the students learn how to take care of their health and the health of others. We explain that promoting a healthy way of living is one of the most important issues as it triggers healthy habits as well as a positive attitude towards health
2. Over that time we tackle different aspects connected with health; what health is, what we should do in order to stay healthy and how to take care of health. We try to develop the sense of responsibility for our health through healthy eating habits and an active way of life. We organize practice activities in which the students of all grades can take part. All the meetings and activities are a great way to relax, have fun and learn new things. We organize sports competitions of different kind too.
3. The activities are monitored and conducted on an annual basis in order to make the students aware of the importance of health education, healthy habits and lifestyle.
4. If a student is not involved, we talk to him/her individually and try to persuade to take part.

Evaluation of the results

Over the time, we can assume that the students have become more aware of the assets a healthy lifestyle provides and therefore they have also become more concerned about their health.



Connection with other school, parents, neighboring institutions

Kindergartens

Close connections with the neighboring kindergartens, our children go to the kindergartens and sing and play with the children together.



Who is the activity aimed for?

The activity aims to establish good relation with kindergartens and introduce the school's profile.

Who is going to carry it out?

Our students with our teachers prepare with various kinds of games and exercises. The kindergarten teachers prepare with their children.

Development of the actions to be taken

The kindergarten children come to our school twice a year, in September and in May. Our children visit the kindergartens before Christmas and in spring, before Easter. Both of them prepare with various exercises that they perform together. The kindergarten children learn songs and dance together with our children. Our children usually prepare with various kinds of handcrafts, too. Also the families can take part in the programme.

Evaluation of the results

The kindergarten teachers and the families get to know our school.



Connection with other school, parents, neighboring institutions

Voluntary Actions

The school's art groups go to the neighboring institutions (libraries, hospital) and give concerts in the advent. They also organize voluntary actions.



Who is the activity aimed for?

The activity aims the neighbouring organizations, like the library, the hospital and old people's homes.

Who is going to carry it out?

The students from our school with art teachers do the visits as voluntary actions to help.

Development of the actions to be taken

Before Christmas the art group prepares with Christmas Carols and Nativity Play to perform them in various institutions in our city. The voluntary action is a heart-warming event when the children perform their play and sing the Christmas Carols together with the old people or sick children. They also prepare small presents that they give them at the end.

Evaluation of the results

The children experience the feeling of charity and the joy of giving presents.



Cooperation with parents

Co- operating activities conducted in our school



Who is the activity aimed for?

The activities are aimed for the parents

Who is going to carry it out?

Principal, teachers, form tutors and an educators.

Development of the actions to be taken

1. The parents- school cooperation starts off with a meeting where both sides state their expectations, suggest activities to be held where the child/ student is a priority
2. The parents'- school cooperation is based on a number of aspects. The parents 'council contributes to school trips, to the " School host" contest, it donates some sweet treats for different festivals like the Santa Claus Day or Children's' Day. Additionally, parents organize a Carnival Charity Party where people donate money which is later used to purchase teaching materials. The school on the other hand, invites parents to take part in a number of school festivals like Christmas meeting.
3. Activities carried out by parents and for parents are constantly monitored and improved. The mutual cooperation is reflected in the school's and students' achievements
4. Parents who for different reasons refuse to cooperate with the school are kindly requested to attend a parent- teacher individual meeting.

Evaluation of the results

The cooperation with parents becomes more effective every year. Parents get involved in the school life more often and on a regular basis.



Connection with other school, parents, neighbouring institutions

We collaborate with families, agencies, and other community members

Collaboration with our families is a keystone for the school community and we are keen to involve our families in the progress of the children and problem solving if needed. Collaboration with other agencies to provide needed health and social services is our way to be more comprehensive and supportive of our students lives. Including community members and organizations in the day-to-day work enrich and extend our way to achieve more effective learning and life outcomes for each student.

Who is the activity aimed for?

Who is going to carry it out?

Development of the actions to be taken

Evaluation of the results



Connection with other school, parents, neighboring institutions

Parent forum

The Parent Forum is a group of parent representatives who meet once or twice a term to discuss school-related issues. Regular, open communication and consultation with parents is of great importance to Alytus Dzūkija Basic School.



Main aims

- To support and promote student's learning.
 - To help the school find out what parents and carers think about important issues.
 - To involve parents and carers actively in school decisions.
 - To make suggestions that improve our school.
- The Parent Forum is not a place to discuss issues about individual children's needs. Parents who need to discuss these issues should approach their class teacher or the headteacher.

Membership

We aim to have two volunteer parents representing each class to have a range of views across the classes.

Meetings

The agenda of the meeting is prepared in advance and circulated by email. A typical agenda includes items identified by the school staff and items identified by parents. All members of the parent community are encouraged to put forward items for the agenda before the meeting. During the meeting minutes are taken and then decisions are circulated.

Issues discussed so far

Design of the uniform, homework, break time arrangements and activities, canteen rules and regulations, sports facilities, parent involvement in school activities, etc.



Connection with other school, parents, neighbouring institutions

We organize and structure our school flexibly

We organize in ways that are adaptable to the needs of teachers and students. The school put a lot of work and effort in seamless partnerships. We believe that our families, community members, practitioners, researchers, and policymakers if succeeded working together can help us address real world problems and create solutions that will improve our school. Innovative schedules, school teams, mixed age teams, and other options are opportunities for educators to flexibly respond to student differences.

Who is the activity aimed for?

Who is going to carry it out?

Development of the actions to be taken

Evaluation of the results



Connection with other school, parents, neighbouring institutions

We keep improving

As school we must collect and use information that will keep improving all parts of our system. Families need information that keeps them meaningfully engaged in their children's education. Teachers need information that helps improve student learning. Policymakers need information that helps improve our school overall.

Who is the activity aimed for?

Who is going to carry it out?

Development of the actions to be taken

Evaluation of the results



Tutoring, Twin classrooms

Twin Classes

In the school there are twin classes, who organize projects together. They help each other, and for Christmas they give presents to each other.



Who is the activity aimed for?

In this activity the twin classes take place. Each of the young grades have a twin partner in the older grades that help them and perform common programmes.

Who is going to carry it out?

The programme is coordinated by the headteachers and all the classes are taking part in the programmes.

Development of the actions to be taken

During the semesters there are several possibilities for the twin classes to organise common programmes. There are common bicycle trips to the neighbouring river or they also perform some activities together in the school. Major common programme is the Christmas celebration, when the twin classes prepare with Carols and Nativity Plays to perform to each other. They also prepare small presents that give to each other. The celebration ends with common singing and dancing.

Evaluation of the results

The students experience the feeling of helping to each other and the joy of common celebration.



Tutoring, Twin classrooms

Older students tutoring younger students. 5th grades are paired with 8th grades

Older students tutoring younger students refers to activities in which the 8th graders are matched with 5th graders for the purpose of guiding and supporting them in many areas of their academic, social and emotional development.



Who is the activity aimed for?

For 8th graders, these activities aim to improve their self-esteem, empathy and moral reasoning as well as intrapersonal communication and conflict resolution skills. For 5th graders the activities help to develop better social behaviour skills and attitudes and both groups feel more connected to the school.

Who is going to carry it out?

Implementing the activities requires not only the enthusiasm of students, but big support and cooperation of teachers and school administration. The success of the activities also depends on the psychology specialists consulting students.

Development of the actions to be taken

Training the 8th graders by a psychology specialist: short interactive workshops with group and individual activities, exercises and discussion opportunities.

Choosing suitable activities with the help of teachers and administration: the activities should promote friendship and trust and help students develop stronger bonds within the school environment. Example activities: help with studies, school events, volunteering activities, common projects, etc.

Reflections of the activities usually held by teachers with both groups of students can be both formal and informal. These self-assessment activities should help students to think about their effectiveness in the activities that they carry out.



Children's Day

Children's day: The children organize programs for themselves, they have dance, sport and leisure activities together.



Who is the activity aimed for?

The activity aims all the children in the school.

Who is going to carry it out?

The activities that carried out are prepared by the mediating students with the teachers and all the children take part in the activities.

Development of the actions to be taken

Every year one day is donated to the children. It is usually carried out in May. There is no teaching in this day. The organisers prepare with various sport and handcraft activities that are performed together with the children. There are various races, funny competitions. The children also get small presents and cakes. In the afternoon there is a karaoke show where the students can sing together.

Evaluation of the results

Common singing and playing can result well-being in the school.



School Programmes in the Forest

The classes travel to the neighboring forest to have activities and special classes there.



Who is the activity aimed for?

The 7th and 8th graders take part in this activity every year.

Who is going to carry it out?

The activity is carried out by our 7th and 8th graders, with the help of our teachers.

Development of the actions to be taken

Not far from the city there is an environmental protected area next to the neighbouring river. In that area there is also an educational centre, where the students can have lessons and activities in the nature. Every year we organize a week for the 7th and 8th graders to spend here and also organize various lessons here, outside the school. The students can experience science, art, craft and sport lessons here, and also prepare their lunches themselves. They have several lessons, even at night they can have a night tour in the forest. The river also gives a number of opportunities to perform various activities. There is also an excellent opportunity for achieving non formal and informal education and perform in small groups.

Evaluation of the results

The students experience learning in a natural way, they can perform such activities that are close to nature.



Plan for encouraging student motivation

Motivating students is one of the major challenges teachers face on a daily basis. While much of the motivation is intrinsic to the student, teachers play a vital role in cultivating student engagement. Increased student engagement and motivation is a key to academic and behavioural success.



How do we motivate our students? Here are some practiced strategies to get and keep students interested in learning.

Interdisciplinary approach which is often coupled with project-based learning makes school more interesting and productive for students and teachers. We have noticed that integration of subjects and learning skills across the curriculum affects student motivation, and therefore we try to integrate curriculum as much as possible.

Content and Language Integrated Learning (CLIL) aims to increase learner motivation. Students associate CLIL with something meaningful, interesting and motivating.

Learning in non-traditional environments helps to connect academic requirements to real-world situations and motivate students. Students care more if they identify themselves or their everyday lives in what they're learning. That is why some of our lessons take place in non-traditional learning environments, such as art galleries, libraries, museums, regional environmental centre, etc.

Providing students with authentic audiences helps them understand why their coursework is worthwhile. The project we decide to do with our students influences the audience. It can be families, school community, local community, international partners, etc.

Forming cooperative learning groups creates learning opportunities that are active and motivating. Our students find it fun to try to solve problems, do experiments, and work on projects with other students. Interaction gets them excited about things in the classroom and students can motivate one another to reach a goal.

Highlighting student achievements lets them feel that their work is seen and appreciated. Then they are motivated to continue working hard. Students are awarded certificates for good behaviour and academic progress, thank-you messages are sent to parents using the e-diary.

Colleague to Colleague is a project which aims to improve teacher qualifications and effectiveness. Observing other teachers' lessons is one of the best ways for teachers to develop their own teaching methods, approaches and self-evaluation practices. It improves teachers' own self-awareness of their skills and helps to identify areas for further growth.

Thematic programs



Promoting reading books – competitions, days of book

Different actions and competitions related to school library within the International Month of School Libraries.



Who is the activity aimed for?

The program is aimed for the students of all classes.

Who is going to carry it out?

The program is carried out by the school librarian.

Development of the actions to be taken

Every year, within the celebration of the International Month of School Libraries our students take part in different actions and competitions related to the school library and promotion of reading. In 2016/2017 the competition task was to fill in with colours, any technique, the poster of the International Month of School Libraries. Another task was to complete the slogan “A book is only the beginning ...”, and another was to translate the work “book” into different languages. All classes took part in these competitions receiving points in the “Best Class” tournament.

Evaluation of the results

Students read more eagerly and reading is promoted through different actions (performance of a brochure concerning the history of a book, commix on the basis of recently read book, “Evening with a book”, presentation of a therapeutic story, etc.).

Thematic programs



Career consultant plan

It provides children with quality and affordable career services (career education, career counseling, vocational information services, career (self-) assessment and job search tools). The plan enables students' acquisition of career competencies (know yourself, know the career opportunities, career planning, career implementation), helps actively develop their careers.



Who is the activity aimed for?

The plan provides information to students about learning and employment opportunities, and is a guide how to organize professional activities. It helps to improve students' knowledge about professions content, special qualifications, requirements and vocational training opportunities.

Who is going to carry it out?

At school a career counsellor organizes meetings with teachers, students and parents, provides with individual and group consultations, initiates integrated lessons with different subject teachers.

Development of the actions to be taken

Activities in and out of school: to organize various profession representatives' meetings with students, visit different companies, do tests online which give information about career development, exhibit students' works, give information on learning opportunities and a variety of occupations, do surveys about students' career likes and dislikes and compare the results every year, run projects, collect information from books, the internet and publish it, play different games which help students to know themselves and their classmates better, their career possibilities, watch videos about different professions.

Evaluation of the results

Lots of activities are published on school Facebook, website and a career education stand is made, too.



Student Parliament

This is a forum held in every semester, where the representatives from each class are present and they can ask the school leaders about every kinds of problems.



Who is the activity aimed for?

The activity is aimed for the students in the school.

Who is going to carry it out?

It is usually carried out by the class representatives and the school leaders.

Development of the actions to be taken

In the school there is a school forum in every semester. In the forum the representatives from every classes take part. The school leaders and some representatives from the local council are also invited. here the students have the opportunity to ask the leaders about any kinds of problems, they can tell their opinions about any matters and can express their wishes. The school leaders collect these suggestions, questions and opinions and these can help them to improve the school climate and well-being.

Evaluation of the results

The forum leads a common discussion between students and teachers and students and the local council that is beneficial for the improvement of the school well-being.



Active breaks

Spending two breaks during the day (10.30 and 13.15) in an active way.



Who is the activity aimed for?

The action is aimed for the persons who want to spend the break in an active way.

Who is going to carry it out?

The activity has been developed and carried out by one of PE teachers.

Development of the actions to be taken

1. Students can play table tennis, team games or participate in aerobics classes.
- 2.
3. As known, individual and team games develop interpersonal skills, they teach cooperation in a team and following rules and set norms as well as they promote fair play rivalry. Participation in games positively influences technical skills. Students learn to organize games, refereeing and cheering.
4. On the other hand, music motivates for action and physical activity, therefore it has become an indispensable element of active breaks. Musical and motion activities perfectly affect health and wellbeing. The circulatory-respiratory system is stronger, body capacity is improved. It is an excellent method for spending time between classes in an active way.
5. "Active breaks" are widely attended as students willingly use their free time to play. They are happy to enter the gym. When different students meet, relationships are improved as well.

Evaluation of the results

Active breaks integrate and favourably influence health so take an active break!

Involvement of students with school life



Engaging into life of local community –cooperation with different organizations, NGO

This activity includes one example of cooperation i.e. with Great Orchestra of Christmas Charity



Who is the activity aimed for?

This activity is aimed for students eager to help others as well as to local community members.

Who is going to carry it out?

The Headmaster, tutors, teaching staff, families and students, local community, Fund organization leader.

Development of the actions to be taken

1. The first stage of the undertaken activity is to enrol the group of volunteers. Having received the permission from the NGO – GOChCh – preparations start. Money is raised for purposes that change from year to year eg. children cardiosurgery, rescuing children who suffered in accidents, rescuing infants, rescuing children who have kidney dysfunctions, genetic defects, oncological diseases, medical care for senior citizens.
2. Organization and conduct of the grand finale – positioning volunteers, equipping them with donation boxes and IDs. At the same time, concerts and events are organized at school where students and local community members gather.
3. Summing-up of the event and counting raised money, sending it to the GOChCh bank account.

Evaluation of the results

Integration of local community, raising funds for the ones in need and showing students positive values of volunteering.



Involvement of students with school life

We believe we are important

47. We believe we are important because we work with learning and achievement. Children and youth spend an important part of their lives in schools. Yet after the home, the school is an important influence in shaping the lives of children, both while young and for the rest of their lives. Our goal is to prepare our students to build inclusive communities where people's differences are valued, where each member gets supported to contribute.

Who is the activity aimed for?

Who is going to carry it out?

Development of the actions to be taken

Evaluation of the results

Involvement of students with school life



After school clubs

Developing students' different interests (music club, sports craft, art craft).



Who is the activity aimed for?

Students with different interests.

Who is going to carry it out?

Teaching staff.

Development of the actions to be taken

1. At the beginning of the school year students fill the questionnaire about their interests.
2. Teachers analyze students' questionnaires and they adjust the offer of the after school clubs to the students interests.
3. Every year we have got a wide range of school clubs for example: School's choir, different sports clubs (football, volleyball, basketball), different subjects clubs (math, polish, history, biology, chemistry, geography, English).
4. When we observe talented students we encourage them to sign up to the after school club.

Evaluation of the results

Students develop their interests. Schools choir and schools football team win different contests and competitions.

Involvement of students with school life



Learning through volunteering

It is a training method which allows students to learn and apply the knowledge, skills and abilities in the community, encourages behave helpfully and helps to promote intercultural communication.



Who is the activity aimed for?

It is aimed to benefit another person, group or organization. It is also useful for skill development and is often intended to promote goodness or to improve human quality of life. Volunteering may have positive benefits for the volunteer student as well as for the person or community served.

Who is going to carry it out?

This training method is suitable for both talented and low academic achievement students. Learning through volunteering prepares young people for future challenges and teaches to choose appropriate solutions.

Development of the actions to be taken

Example: Volunteering project “The smile of the old man”. Students’ age: 13-14 years old. Steps:
1. Class meeting: work in groups to choose what kind of volunteering project could be developed.
2. Choosing a target institution: Senior Care Home. 3. Fundraising. 4. Action plan creation. 5. Activity distribution for pairs. 6. Parent inclusion. 7. Food making. 8. Trip to the Senior Care Home. 9. Reflection 10. Publicity. Other examples: “Help the little friend” (animal shelter attendance, visiting kindergartens, Children Care Homes); work in voluntary organizations, local institutions, visiting cemeteries, different kind of actions at school to raise money for the ones in need, etc.

Why is it useful for students at school?

Students consolidate the knowledge and skills, solving certain life problems, learn appropriate ways to communicate with adults and create positive relationships, discover new interests and abilities, learn how to work in groups and develop responsibility, work purposefully solving real problems, learn to appreciate the support and care, etc.



Waste paper collecting
Waste paper collecting and planting trees.



Who is the activity aimed for?

Eco-friendly students, teachers and school workers.

Who is going to carry it out?

Teachers of science subjects.

Development of the actions to be taken

1. Teachers of science subjects inform the school community about the waste paper collecting action. The action lasts two months. Teachers responsible for the project weigh waste paper collected by eco-friendly students, teachers and school workers.
2. When the action is over all collected materials are taken to the waste paper collecting centre. The earned money is spent on the trees and bushes.
3. Planting trees and bushes in the school garden is the last stage of the project.

Evaluation of the results

The school is surrounded by the green areas where students can relax during the school breaks.



Sustainability and Saving Plan

Saving plan of water and electricity at school



Who is the activity aimed for?

All school community.

Who is going to carry it out?

All school community.

Development of the actions to be taken

- Lights at corridors should be off when no necessary. Five minutes after the final bell rings, the caretaker person will check they are all switched off.
- Teachers must check all lights are off when leaving the classroom.
- Teachers on duty must help by switching lights off in classrooms with no students then.
- Fluorescent lights at the end of bigger classrooms should be switched off if they are not needed.
- Sensors for either inside or outside security lightning should be acquired.
- Cleaning staff must switch off all unused lights in classrooms and corridors.
- Cleaning staff must check all school lights are off once they finish their work.
- Promote measures of energetic saving in students, making them aware of its importance
- Lights in offices and departments must be disconnected when we leave.
- Computers that are not going to be used when lessons end must be disconnected.
- Students must switch off lights in toilets when they leave.
- Computer screens can be configured to automatically disconnect after 5 minutes with no use.
- Computers and screens in specific classrooms must be switched off at the end of each session.
- Teachers on duty must check all computers, screens and printers at the Teaching Staff Room are disconnected at the end of the day.
- High consumption fluorescent tubes should be changed for low consumption ones.
- Water flow and time of flowing of taps should be reduced, especially if they are push button.
- Toilet tanks capacity should be reduced.
- Any malfunction in water taps or irrigation must be communicated to the Management Teams or to the maintenance person for repairing.
- Garden watering will be limited to just the necessary, in order not to waste water.
- WCs mustn't be used as paper bins, as this causes unnecessary consume of water as well as blockages in pipes.

Evaluation of the results

New measures can be implemented at any given moment to ensure efficacy.



Sustainability and Saving Plan

Saving plan of plan of paper, photocopies, ink...



Who is the activity aimed for?

All school community.

Who is going to carry it out?

All school community.

Development of the actions to be taken

- Use of a low-cost printer at the Teaching Staff Room, getting rid of all the individual printers at each department because of the high expense on consumables they generate.
- Make only the exact number of copies to avoid the printing of unusable copies.
- If one primer order doesn't work, the teacher must stop insisting re-sending the same work to print. He/she should ask for help to somebody who knows the machine better so that successive unusable copies won't be made.
- Print papers on both sides as much as possible, making full use of the capabilities of printers able to make copies on both sides. (duplex, two sides..)
- School communications to families should be divided on different parts to reduce costs on paper, or use technological systems instead.
- Use used papers printed on only one side for drafts, notes, etc.
- Send communications, announcements, notifications, documents in general via electronic mail.
- Make full use of school servers and web page to file documents.
- If documents need to be printed and are very long, use adequate spacing, margins size and type of fonts to save on paper.
- Never use wide areas of paper on black or vivid colours in order to eliminate high consume of ink of printers and photocopies. Use economic modes of printing even though quality can be affected.
- Control the number of photocopies made at school: by Departments, teachers, etc., promoting a responsible use of available resources.

Evaluation of the results

New measures can be taken to ensure the effectiveness of the plan.