



School Equity Best Practice

Title:

Welcoming children in primary school and secondary school to an After School program

Equity dimension:

- Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: An After School program designed for the education of all the students in our school. Especially for those with a high risk of failure and school drop-out and the improvement of the school results of each student.

Target groups:

- Early Years Primary education Lower secondary education
 Upper secondary education Vocational Training Other

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Description:

After in the 'regular' classes, our students have a free lunch, they do their homework with their teachers and then have recreational activities: recovery activities for students with cognitive difficulties, development activities for students capable of performance, self-knowledge support and inter-knowledge through emotional and social development activities, activities which improve the school behaviour, and activities that develop students' imagination and creativity. In this way we support the development of the children both socio-emotionally and in terms of knowledge and language development.

Methodology: All our teachers, coordinated by Teodora-Elena Albean, the English teacher, Alexandra-Iustina Albu the Math teacher, Mihaela-Maria Bratu the Romanian teacher, Şamu Dorel the Sport teacher, Drăgoi Tudorel-Aurel and Teodora-Elena Şamu, primary teachers, provide academic support to our students. They are well trained and they help them do their homework, to acquire and improve social skills and personal autonomy and they make learning more fun for the students.

Start: The school had meetings with the students' parents in which it was presented the After School program methodology. The factors that influenced the choice to set up an after school program for the children were:

Organizing a daily program with support for doing the homework and recreational activities and opening to the outside world from a secure (supervised, educated, nurtured, stimulated) perspective;

Setting up goals: O1- Providing specialized school services for at least 60 pupils in primary and min. 30 pupils from secondary school in the school year 2018-2019;

O2- Ensuring school progress / specific skills enhancing for at least 80% of the students which take part in the After School program by the end of the school year 2018-2019

O3-Emotional and social development for at least 80% of students enrolled in the After School program through participation in self-knowledge, intercultural learning

Methods to achieve goals: The school chooses to have the children mainly participating to support and personal development activities like- a) activities to encourage independent reading

b) Practical-applied activities in different fields (arts, sciences, technologies, sports, etc.

c) Thematic projects, proposed by pupils and parents or teachers, etc.

d) Hiking / trips / watching documentaries and films, playing games

Development of expertise: By implementing the after school program we were able to reduce school drop-out, ensure equal and non-discriminatory access to quality education, increase the rate of graduation and improve the school situation of each student compared to the previous school year. The next aspects are followed by the entire pedagogical team involved in the project:

- compliance with the school curriculum for each class
- carrying out activities through didactic strategies focused on competence training
- monitoring the presence of students in the program
- monitor the school progress of pupils from this program

Parent involvement: Investing in the relationship with the parents is a key ingredient for supporting the development of the child: informing parents about the school's approach and being open for parents' needs and expectations.

Reflections on our practice: A challenge for us was the achievement of an after school program for the secondary school students because it's the first program of this kind in our county

Link with partners: Our partners who helped us with this after school program were: Maria Tănase-Cîrța Association, through funding from the Cîrța Local Council and Cirta City Hall .

A caring transfer towards further education: Investing time in searching for the best continuation after completion of primary school together with parents and child is an important step towards consolidating the development of the child in the future.

Resources: Pedagogic guidance service that contributes with expertise

- Extra hours for team meetings and the training of teachers
- Additional hours for supporting the children outside the classroom during individualised sessions of sessions in a small group.

- **Outcomes:** The after school program can expose kids to new interests. Kids with learning or attention issues may feel more accepted at an afterschool program. Staff at an afterschool program can give feedback to help kids improve their social skills.

Interview: [Best Practice Oportunities After School Middle School CIRTA 2018.mp4](#)