

Selected research results:

Possibilities (advantages):

Have a good profession:

teachers – 73 (very important)

pupils – 93 (very important)

parents – 67 (very important)

Create a comfortable adult life:

teachers – 64 (very important)

pupils – 87 (very important)

parents – 46 (very important)

Seek to achieve good learning results:

teachers – 45 (very important)

pupils – 72 (very important)

parents – 54 (very important)

Weaknesses (Disadvantages):

Learning difficulties related to reluctance to study:

teachers – 68 (yes), pupils – 39 (yes), parents – 59 (yes).

Skipping classes, not attending school:

teachers – 23 (yes), pupils – 37 (yes), parents – 32 (yes).

Low self-esteem: teachers – 15 (I know for sure), 70 (I have heard of it); parents – 43 (I know for sure), 57 (I have heard of it).



Erasmus+

PREVENTIVE ACTIVITY PLAN Resilience (the plan must not be longer than 3-4 pages of A4 format)	
School, address	Vilnius Jerusalem Progymnasium. Mokyklos str. 9, Vilnius
Title of the preventive activity	<i>School philosophy.</i> Even a thousand mile journey begins with the first step. Lao Dze (ancient Chinese philosopher)
Aim of the preventive activity	To ensure the personal progress of each pupil.
Main recipient of the carried out activities (teachers, parents, pupils, non-school employees, local community)	School community members: pupils, parents (guardians), teachers.
Detailed description of the preventive measures	<p>Research results:</p> <p>Pupil possibilities (advantages). 72 % of respondents indicated that it is very important to strive to achieve good learning results, 93 % specified that it is very important to have a good profession and 87 % believe that it is very important to create a comfortable adult life.</p> <p>Pupil weaknesses (disadvantages). Learning difficulties related to reluctance to study is confirmed by 39 % of pupils, while 68% of teachers and 59 % of parents agree to this. 37 % of respondents state that they skip classes and/or do not attend school. These trends are observed by 23 % of teachers and 32 % of parents. The low self-esteem of children is noticed by 43% of parents who are sure of the latter, and 57 % of parents who have heard of it. While 15% of teachers know for sure about children with low self-esteem and 70% heard about it.</p> <p>Plan of measures:</p> <p>1. Pupil personal progress monitoring, recording and analysis of results.</p> <p><i>Objectives:</i> 1. Help pupils get to know themselves and understand their personal strengths and weaknesses, evaluate their level of achievement and set learning objectives. 2. Help teachers determine a pupil's learning possibilities, identify issues and learning gaps, differentiate and analyse their work and select appropriate methods and content of education. 3. Provide parents (guardians) with information about their child's learning progress, as well as strengthen the relationships</p>

between the child, his parents (guardians) and school.

Carried out activities: Teacher working with 7th graders has a folder of each subject where justified information about the progress of each pupil is kept. The teacher discusses the pupil's progress with the latter, provided information to his parents and cooperates with the class mentor. Each 7th grader analyses his learning progress and fills out a self-assessment form. The pupil monitors his personal progress and records it: "The self-assessment results of my progress" and "My success plan". The class mentor stores justified information about the progress of the class and its pupils. Class pupils fill out the "Class thermometer". The class mentor organizes a class meeting "My personal progress. Know yourself, observe, think and control". Analyses pupil self-assessment together with each pupil, organizes separate meetings with each pupil during which the learning successes and failures, the feelings and behaviour of the pupil are discussed, and forms expectations for the next learning period.

2. **Improve the learning competences of pupils.**

(Project MMMK (the learning culture of pupils). EU structural funds.

Objectives: 1. Most pupils will acquire the necessary learning competences. 2. They will be able to absorb new knowledge and skills by using them in practice, as well as adapt to changes and use extensive sources of information.

Carried out activities: A separate lesson intended for the development of learning competences is added to the process of education of 7th graders. Visualization, recording and presentation of habits using visual material in school hallways and classrooms.

3. **Career development.**

Objectives: 1. To identify **personal** characteristics important for a career, the social environment and a variety of social roles. 2. Rely on one's personal vision of the future, set career goals, form and continuously update career plans.

Carried out activities: Filling of the "My Career" plan during class meetings (total of 5). Each 7th grader shall begin filling out his career plans from the 5th grade. Educational visits to parents' workplaces. Parents present their profession and hobbies during class meetings. Pupils visit institutions, museums, workplaces, learn about various professions and the labour market. "My dream job" conference for schoolchildren which will include the speeches of pupils, their parents and teachers. Vocational guidance game "Labyrinth of Professions" is organized for pupils.

	<p>4. Description of procedure for registering pupil attendance and preventing the non-attendance of school is prepared and implemented.</p> <p>The aim is to determine the general attendance registration criteria and preventive measures that would help decrease school non-attendance and implement the right of children to receive education.</p> <p>Carried out activities: The class mentor determines the reasons why a pupil skipped a class(es). If the pupil skips no more than 10 classes per month without a justified reason, the class mentor informs the pupil's parents (guardians) and determines the reasons of such non-attendance. If the pupil skips 10 or more classes per month without a justified reason, then the class mentor initiates a conversation with a social worker, the pupil provides a written explanation of his non-attendance and a support plan is formed together with the pupil. If the pupil repeatedly skips 10 and more classes per month without a justified reason. The social worker initiates a conversation with the pupil's parents (guardians). The behaviour of the pupil is discussed during a meeting with the pupil, class mentor, parents (guardians) and the social worker. A support plan is formed and a warning is issued for the pupil under the order of the school principle.</p>
<p>Evaluation</p>	<p>Oral discussion:</p> <p>Individually with each pupil; During class meetings; During methodological teacher group meetings; During class president meetings; During individual consultations and parent meetings; During VGK (Child Welfare Commission) meetings.</p>
<p>What are we doing right? (strongest current aspects of the preventive activities)</p>	<p>Strong aspects of school:</p> <p>(EXTERNAL EVALUATION TIME 6 – 10 MARCH 2017)</p> <ol style="list-style-type: none"> 1. Pupil sociability (1.1.1.* – level 3**). 2. Good pupil results in competitions, projects and contests (1.2.1. – level 2, distinguished aspect (personal achievements) – level 3). 3. The curriculum focused on the needs of pupils (2.1.2. – level 3). 4. Targeted psychological, special pedagogical and social assistance (2.1.3. – level 3, distinguished aspect (pupil support) – level 4). 5. Pupils who are able to communicate and cooperate (2.3.1 – level 2, distinguished aspect (learning sociability) – level 3).

	<p>6. Initiative pupil self-government (2.3.2. – level 3).</p> <p>7. Appropriate variety of teaching aids and equipment (3.1.1. – level 3).</p> <p>8. Influence of leadership in learning (4.1.2. – level 2, distinguished aspect (leadership in learning) – level 3).</p> <p>9. Collective learning and teamwork (4.2.1. – level 3).</p> <p>10. Meaningful progymnasium relationships (4.2.3. – level 3).</p>
Planned continuity of preventive measures	Planned application of preventive measures for the 2018/19 school year.