

PRIMARY SCHOOL [REDACTED]

**ACTION PLAN FOR THE ERASMUS + PROGRAM**  
PROMQE (Promoting Quality and Equity: A dynamic approach to school improvement)

**Policy aiming at:**

**A**

**Improving the partnership policy**

**B**

**Provision of sufficient learning resources to students and teachers**

**MANAGEMENT TEAM:**  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**2015-2016**

## INTRODUCTORY NOTE

The Department of Education of the University of Cyprus \*, in a research program with the main objective to promote Quality and Equity in Education, gave to 10 teachers of our school a relevant questionnaire. This questionnaire examined the policy developed by our school in relation to the factors of the dynamic model of educational effectiveness founded on the school level and are related to the teaching and learning environment of the school. The priority aims for our school as they have been observed after the provision of the questionnaire to the school teachers are: the **Partnership policy** and the **Provision of sufficient learning resources to students and teachers**. The Action Plan that follows includes activities related to the school policy development on the above factors, as well as activities that have to do with the achievement of a more qualitative teaching in classrooms. Furthermore, an effort is currently being done to promote at the greatest extent possible the close cooperation between school and outside bodies and the parents/guardians of the school's students.

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## A. Partnership Policy

	AIM	ACTIVITIES/PROCEDURES	RESPONSIB.	TIME	EVALUATION
1	<p>Effective parental involvement in the learning process.</p> <p>Effective parental involvement in the learning</p>	<p>It is important that the parents/guardians must feel that they are an integral part of the school community and to integrate as much as possible in this context. To achieve this they must actively participate in the learning process through activities such as:</p> <p><b>(a) "Mandatory" meetings with the teacher.</b> Each teacher must inform the parents of the class that they should communicate with him often .If for any reason this does not happen, then he takes care to communicate with them so as to inform them of the progress of their child. It is important to consider the specific needs of some groups of parents. For example in cases of parents of students with low social-economic status (SES) that they may find it difficult to come to school in the morning so whenever is possible some evening meetings should be settled.</p> <p><b>-Homework:</b> In the context of these meetings, the teacher educates the parents on how to supervise and effectively support their child at home. In addition, teachers can prepare a calendar where the parents will note how long it took their child for homework, or if the child had encountered any</p>	<p>All teachers and especially the Department Administrator s regarding the pursuit of frequent communication.</p> <p>Department Administrator s.</p>	<p>Periodically.</p> <p>At least once a month.</p>	<p>Meeting frequency Recording on the claim form. In the case that some parents are not involved in any of the performed activities, we would urge them to get involved in one of those activities.</p> <p>Use of a notebook for the communication between teachers and parents.</p> <p>Form / Calendar</p>

<p>process. (continuation)</p>	<p>difficulties. In this way the teacher can make variations in the tasks he assigns to students.</p> <p><b>(b) Attending Courses:</b> Each teacher organizes courses which can be attended by the parents and every teacher who is available and willing to do so. This activity is offered at regular intervals, so all parents have the opportunity to attend some courses.</p> <p><b>(c) Lectures by experts:</b> The school organizes lectures by experts aiming at the information of the parents about educational and several other issues (e.g. emotional, nutritional, etc.).</p> <p><b>(d) Parents' involvement in pleasant and creative activities:</b></p> <ul style="list-style-type: none"> <li>- Walking of parents, children, teachers</li> <li>- Intercultural organization of a meeting regarding the subject: "I know the traditional dishes of the country of origin of our school children".</li> <li>- Preparation of dishes from parents, children and teachers during the holidays (Christmas and Easter). <ul style="list-style-type: none"> <li>– Speeches by expert parents (e.g. a parent who is a firefighter and shares with the children interesting</li> </ul> </li> </ul>	<p>All teachers by rotating.</p> <p>Teachers' team (3-4 each time)</p> <p>Teachers' team (5-6 each time)</p>	<p>At least one course per month.</p> <p>At least 2-3 lectures in a school year.</p> <p><u>Walking:</u> 1 time per week at a specified time.</p> <p><u>Meeting:</u> November '15</p>	<p>Observation of the courses by an inspector, School Director and other colleagues for advisory feedback.</p> <p>Photo-shooting – Video-shooting of the activities for subsequent use - commentary.</p>
<p>Effective parental involvement in the learning process. (continuation)</p>				

		<p>aspects of his profession).</p> <ul style="list-style-type: none"> <li>-Speeches by experienced parents (e.g. participation in a major event, or in the case of foreign people regarding their data-view from their country).</li> </ul> <p><b>(d) Closer cooperation with the Association of Parents:</b> In an attempt to maximize the involvement of parents. In this way a sense of community and solidarity will be developed.</p> <ul style="list-style-type: none"> <li>- Parents' training program aiming to enhance the skills of parents about parenting and promote their involvement in their children's school experiences.</li> </ul>		<p><u>Dishes:</u> In the last week before the closure of schools for the holidays.</p> <p>2-3 times during the school year.</p>	<p>Record in a diary form, the common activities between the Association of Parents and school.</p>
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2	Involvement of other members of the family / community in the school process.	<p>In addition to the parents / guardians, other family members could participate in school activities as well. Inviting grandmothers / grandfathers to attend school regarding their involvement:</p> <ul style="list-style-type: none"> <li>➤ In pleasant activities (confectionary). Attending a minor event.</li> <li>➤ In presenting their experiences (e.g. their own childhood; differences with today; participation in a war, e.g. EOKA 1955-59)</li> </ul> <p>- Inviting other related family members and / or community members :</p> <ul style="list-style-type: none"> <li>➤ Relatives who are engaged in a specialty that we are interested to examine in a course (e.g. the profession of farmer or scientist or actor)</li> <li>➤ Coach / or a sport athlete who resides in the school district and is willing to present and / or train us in the sport.</li> </ul>	All teachers.	<p>Throughout the school year.</p> <p>April '16</p> <p>November '15: Volleyball Coach.</p>	
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**B. Provision of sufficient learning resources to students and teachers**

	<b>AIMS</b>	<b>ACTIVITIES / PROCEDURES /RESOURCES</b>	<b>RESPONSIBILITIES</b>	<b>TIME</b>	<b>EVALUATION</b>
1	Provision of learning resources and their proper utilization by teachers.	<p>The availability and the good use of learning resources in schools, have a direct impact on learning, as it has been found to prevent the emergence of indiscipline in the classroom:</p> <ul style="list-style-type: none"> <li>- Upgrade of teachers' library with the purchase of books that will assist in the teaching of specific courses.</li> <li>- Enrichment of the libraries of classes so as to make them more attractive and promote the love of reading. Students are asked about the books that are interested in.</li> <li>- Computers with Internet access in all classrooms and in the teachers' office.</li> <li>- Learning sources from other organizations, such as charities and / or the church and the community, can be provided to the children through the school so as to help them acquire additional knowledge.</li> <li>- Creation of a form and pinned onto a billboard of the teachers' office, where they can record sources / tools / materials which the school will provide them.</li> <li>- Use of appropriate teaching aids (e.g. software purchase in order to improve the teaching of specific subjects).</li> <li>- Borrowing and exchange of means and materials</li> </ul>	<p>Some teachers will ensure that everyone is being notified for any updates regarding the school.</p> <p><u>Library:</u> 2 teachers for the purchase of the books.</p> <p><u>PC:</u> 1 teacher for the solution of technical problems.</p> <p>Teachers (3-4 teachers)</p>	<p>At the beginning and end of the school year</p> <p>January '16</p> <p>At the beginning and end of the school year and at intervals.</p>	<p>Record books on the claim form (file) in which all teachers can access. Continuous upgrading and updating of the form.</p> <p>Experiences from the new libraries and children's feedback.</p> <p>Should be combined with an action of the Association for the development of the love of reading.</p>

2	Maximization of the learning outcomes through the use of human resources.	<p>between teachers. Promotion of fraternal solidarity and cooperation.</p> <ul style="list-style-type: none"> <li>- Use of a projector and / or interactive whiteboard wherever possible. The utilization contributes significantly to the promotion of knowledge as it covers a variety of styles / learning aspects (picture - audio - motion)</li> <li>- Systematic settlement of tools and materials, so that there is direct access from the existing staff and by the staff which will work in schools in the coming school years. Promoting the "respect of space and individual" (e.g. settling the microphone system after a school event – settling the tools in the correct position after completion of the Design and Technology course).</li> <li>- Use of human resources (e.g. students' escorts, specialists of students' support purposes, students for assistance, collaboration of teachers-parents, support from the church or charities in cases of increased number of students with low SES).</li> <li>- Cooperation with graduate students of the Department of Education of the University of Cyprus, who provide support to 3 children of our school after the school day.</li> </ul>	<p>* Training by an expert on specific technical issues.</p> <p>*Training by a teacher on educational issues.</p> <p>Contribution of all teachers in the smooth integration of all human resources involved.</p>	<p>At regular intervals and whenever necessary.</p> <p>At regular intervals and whenever necessary.</p> <p>November – End of school year.</p>	<p>Continuous evaluation of the human resources, maximization of the learning outcomes and provision of an efficient and safe school environment.</p> <p>Supervision by a teacher. Team coordination.</p> <p>Continuous evaluation through communication between teacher and students.</p>
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