

## Czech Republic

### Zakladni skola a materska skola ANGEL

*This school, covering pre-primary through lower secondary education, considers itself an “open community” school. The school actively encourages partnership between teachers and students and supports many parent activities—redefining the roles of ‘teacher’ and ‘learner’. While the curriculum features a broad range of general education and competency development, the strong focus on language instruction, including bilingual education and 2<sup>nd</sup> and 3<sup>rd</sup> language instruction, is a particularly innovative component. Learning is inquiry-based, and motivation to learn and socio-emotional progress are actively encouraged and monitored. A key feature of the school is the integration (whenever possible) of students with special needs – including those with chronic health problems and/or physical handicap, socially disadvantaged students, and exceptionally gifted students.*

**Main focus of innovation:** LEARNERS, TEACHERS, CONTENT

**Other Keywords:** equity

#### General Information

**Name of the ILE:** Zakladni skola a materska skola ANGEL

**Location/Address:** Prague 4, Angelovova 3183, 143 00

**Website:** [www.zsangel.cz](http://www.zsangel.cz)

**ILE submitted by:** A leader of this case

**Rationale**

*Why do you suggest that it should be included in the project? How does it respond to 21<sup>st</sup> century learning challenges?*

We are proud to be an open school and community school. We provide high quality language education and we are participating in several international projects (Lifelong Learning Project and others). We strongly support partnership between teachers and students and our ILE supports many parents activities (see more in particular parts of this document).

In the lower grades, learning is organized in the framework of Step by Step programme. Methodology of the programme is used in all lower grades (grades 1-5) including bilingual classes. This programme emphasises an individual approach towards a child and the school's partnership with parents and wider community in the area of education. It enforces and enables the inclusion of students with special educational needs. This programme represents a child-centred approach.

The daily routine includes morning circle, literacy part, activity centres and evaluation circle.

Typical features of education in our primary grades are:

- Teacher assistants working in the first and the second grade (and in case of parents' interest in the third grade),
- integrative approach to the content, project-based learning,
- leading children to share responsibility,
- cooperation parent – student – teacher,
- individual approach to each child.

**Daily features of our ILE:**

Sharing experiences in a community circle, group work on a project in activity centres, practising new knowledge, self-evaluation in an evaluation circle.

Optional seminars according to students' interests and abilities are being offered in the whole second grade. In bilingual programme, the second grade and the third grade cooperate. Seminars are organized by teachers of primary as well as in the lower secondary grades.

What are the specificities of our programme?

- Integration of students with special needs – pupils with a chronic health problems and/or physical handicap, socially disadvantaged students, exceptionally gifted students.
- We provide the second and later the third language education from the age of 2 up to 15 (the school forms one legal body with a kindergarten), teachers are native speakers.
- There is a whole-year project in which first grade students and pre-schoolers cooperate.
- We support pupils with a school attendance postponement by offering further pre-school preparation – the places for these children are guaranteed.
- Our school has its own guidance and welfare centre.
- After-school club provides after-school activities connected to the learning process and the Community centre activities.
- In upper grades (grades 6-9) we use project-based learning, a specialization is offered according to students' interest (foreign languages, ICT, optional subjects – compulsory and facultative).
- Special classes for students with learning disabilities and behaviour disorders are established in cases where placing the student to special school system was indicated.
- Our school is a Health promoting school.

- Our school is also Faculty school (school cooperates with Faculty of Education, Charles university).
- We engage parents in a wide range of activities: School board, Civic Association Angel, Bilingual Civic Association Angel. This year we would like to establish Multicultural Parent Club with our parents. Some parents cooperate with us as teacher assistants, parents are encouraged to help in classes; we make use of volunteering. (See more about parents' involvement in special parts of this document.)

### **Learning Aims / Intended Learning Outcomes of the ILE**

*What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)*

The main goal of this ILE: key competencies development. Reaching of learning aims is apparent from the outcomes from various projects and activities. Another proof of skills and knowledge acquired is the subsequent successful educational process of our former students in other schools and eventually their professional career.

### **Learners**

*Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?*

This ILE is a state primary + lower secondary ("basic") school and kindergarten. Our specialization is language education, extended ICT learning, education of students with special needs, after-school support of learning.

Our students come from the neighbourhood and we have also other students whose enrolment depends on the school's capacity. Students in bilingual classes come from the bilingual kindergarten programme.

About 10% of our students have their mother tongue different from the language of instruction, and there is always about 10 different mother tongues present in our school. Among them, currently mostly Ukrainian and Vietnamese language are represented.

Currently we have 774 students of age 2y – 15y. The toddler's club Mum, Dad and Me is for age 2y-3y, kindergarten for age 3y-6y (7y), in the basic school children from age 6y-15y (rarely older) are enrolled.

### **Facilitators**

*Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?*

In this ILE you can find teachers aged 22 - 70 years, number of male teachers is 11.

The ILE is lead by:

- school director,
- deputy director for primary grades and the education of students with special needs,
- deputy director for lower secondary grades and for education of foreign students,
- deputy director for language education,
- head teacher for pre-school education,
- board of advisors (heads of methodological teams, subject committees, whole-grade teachers, school psychologist, foreign-student counsellor, drug prevention counsellor, sociologist).

## Teaching staff

Majority of teaching staff is fully qualified; some teachers are completing their qualification at a university. All teachers participate in in-service training activities organized by the school. Individual in-service training takes place depending on the teachers' individual needs and the needs of the school.

Standard job description is a part of the Work rules for teachers. More roles are defined in the School Education Programme ANGEL.

Other teachers' activities and roles concern weekend activities with children and their parents, adaptation trips for the 6<sup>th</sup> grade, projects outreaching the regular learning process, tutoring, consultations within a triangle parent - student - teacher, management of methodological teams, subject committees, coordinating activities, traditional school activities such as Christmas at Angel, celebration of learning "Mozaika" etc.

We can say there is shared understanding of learning by all teaching staff. We can illustrate this by examples such as: participation of all teaching staff members in the development of the School Education Programme ANGEL, participation of all teaching staff members in the in-service training activities focusing on learning related topics, common learning process planning, setting up evaluation criteria for the learning process and its outcomes.

## Organization of the ILE

*How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?*

### Organization of the ILE:

Primary grades (grades 1 – 5) – take part in project-based education and learning blocks, using activity centres.

Lower secondary grades (grades 6 – 9) learn in longer learning units (teaching units exceed "traditional" 45 minutes and can be up to three times longer), schedule changes on the "project days", learning in blocks is frequent.

### Pupils' choice

Learners are able to take decision about their learning. We create individual learning plans when necessary, Individual agreements between the student and the teacher take place e.g. on preferred method of testing the student's knowledge and on setting further learning goals, The pupils have the possibility of second foreign language choice, choice of optional subjects – compulsory as well as additional facultative, choice of other after-school activities, choice of one's role in team work, choice of a topic of learning. Students can also decide on their participation in projects, voluntary homework, home projects.

Individual learning as well as mutual teaching takes place in lessons using cooperative learning methods and forms.

We support pupil's motivation to learn. Some examples: using student's achievements in evaluation, using formative evaluation; we evaluate each student's progress rather than comparing her / him with other students/, individual progress is appreciated, we support self-evaluation, organize mutual consultation in a triangle parent – student – teacher, we use teacher assistant support, differentiated tasks, participation of students in various competitions, school psychologist intervention.

We believe that learning in our ILE is inquiry-based. We support integrated learning in primary grades on daily basis, optional seminars and project – based education.

In our ILE there are strategies to support socio-emotional progress of pupils.

We prefer these strategies:

- Learning process based on thematic studies.
- Cooperation on international projects by communication with peers from all over the world.
- Projects across classes and grades.
- Drug and bullying prevention programme, cooperation with the organization “Life without Addiction”.
- School psychologist’s work with classes.
- Morning community meetings.
- Class rituals in everyday teaching (e.g. community circle in the morning, morning message from the teacher, etc)
- Special adaptation trips for 6<sup>th</sup> grade.
- Sport (ski) trips.

The children are also involved in projects and class activities planning; we use problem task setting, differentiated task setting, Lessons are often built upon the E-R-R model (evocation, realization of meaning, reflection) and feedback, various forms of evaluation and self-evaluation are used (as mentioned below).

### **Curriculum and education programme**

This ILE works on the basis of the Framework of Education Programmes for Compulsory (Basic) Education, the school developed its School Education Programme called ANGEL<sup>1</sup>.

Main features of this curriculum are child-centred approach and integrated learning.

### **Learning Context**

*In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?*

Motto of our ILE is FREEDOM AND SECURITY.

ILE physical learning environment involves classrooms, laboratories, other school premises, but also cinemas, galleries, museums, nature, libraries, cultural centres, Eco-centre, community centre.

Parents are involved in the ILE during the admission process, during interview with the school director, school psychologist, there are official dates given by the school (“open days”), consultations “parent–student-teacher”. Parents also work as teacher assistants in class, parent can be a teacher, we provide common projects where parents are involved, we organize meetings with parents – experts in a field. Following an agreement with a teacher, parents can join the learning process anytime as observers or assistants.

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<sup>1</sup> Developing School Education Programme is mandatory.

### **History of ILE**

*Who initiated it? For what reasons was it started and with what purpose? Have these changed since?*

The ILE was initiated by school director, school management and the school director's board of advisors.

From the current perspective we can say that two main areas of work are development of key competencies and preparation of students for their lifelong learning.

We try to create conditions for optimal placement of students to education programmes ("tailor-made individual plans") or develop education programmes according to the children's needs ("tailor-made programmes") – updating them according to the composition of student population.

We started the bilingual programme as a follow up to toddler's club Mum, Dad and Me. First we opened bilingual classes in our kindergarten, then in the elementary school. Continuously we have been modifying and updating the educational plan for bilingual classes, last change came into effect on September 1<sup>st</sup>, 2009.

Changes and the effort to improve the conditions are supported by all staff members. Employees who did not share the school's philosophy left the school for other vacancies already. Teachers have an opportunity to decide, depending on their abilities, in which programme they want to participate.

### **Funding of the ILE**

*How is it funded?*

ILE is funded by the state budget and sponsorship.

### **Learning Outcomes**

*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

Preferred ways of getting information:

- interview, observation, questionnaire, test,
- comparison tests (SCIO – national wide testing; involvement in this national testing is voluntary),
- questionnaires for parents, teachers,
- continuous student evaluation – students in grades 1-3 receive a written report monthly, students in grades 4 – 9 get marks continuously and a written report quarterly,
- feedback from students and parents,
- reports about the activities of methodological teams, subject committees,
- students' portfolios,
- lesson observations.

Learning is being assessed by:

- lesson inspections by the school management,
- subject-specific lesson observations (performed by a head of a subject committee),
- testing – we use progress tests in all grades; in the upper grades we use SCIO tests (see above),
- daily self-evaluation in the evaluation circle,
- students' portfolios – in primary grades, partly in lower secondary grades.

**Documentation describing or evaluating the ILE**

*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*

We have a website [www.zsangel.cz](http://www.zsangel.cz). We also present our ILE in newspapers, TV, annual statement and special seminars. We allow teachers from other schools for school visits and observations; we are an “open school” as mentioned above.