

GOOD PRACTICE guidelines

The term "good practice" is usually defined as an act or experience to pursue certain objectives whilst using methodologies or procedures that are appropriate to achieve positive results, demonstrating its effectiveness and usefulness in a specific context. A good practice is always referred to facts, not intentions and it is related to 'what works to achieve a goal'.

The international community, UNESCO, in its program MOST (Management of Social Transformations), specifies the attributes of a good educational practice and its characteristics. Broadly, good practices should be:

- **Innovative**, they develop new and creative solutions.
- **Effective**, they demonstrate a positive and tangible impact on improving.
- **Sustainable**, because their social needs and the economic and environmental conditions can be maintained over time and produce lasting effects.
- **Replicable**, they serve as a model for developing policies, initiatives and actions elsewhere.

In our case, within this Comenius Regioproject, we have implemented several educational actions that answered the needs identified at the beginning of the project. We have then produced a detailed list of the main objectives of this project and the "Good Practices" applied to achieve them.

Young Leaders - Godfathers:

The Godfathers help us

Gypsy senior pupils take care of small children in the early years of schooling. They help them to enter into the school, they show them the facilities, they accompany them at breaks, and when they leave school, etc. They become people of reference for younger students and also we get the Gypsy students to become important leaders for the positive functioning of the school.



Why is it done?

To encourage the integration of the new pupils and to empower gypsy children in their role at school (Young Leaders). At the same time, the incidents with gypsy parents at the entrance and exit of school are minimised.

How are Godfathers chosen?

Every child in 4^o year of E P develops the role of godfathers as a part of their work in that year.

When does the work begin and who help small children?

From the first day of school for new pupils in preschool (the smallest children at school), they do not know the school, how to move around inside it and they do not usually meet anybody.

What training do Godfathers have?

When they reach 4^o year, every pupil receives information from older, experienced pupils and tutors about the tasks they have to do.

What happen if Godfathers do not do what it is expected?

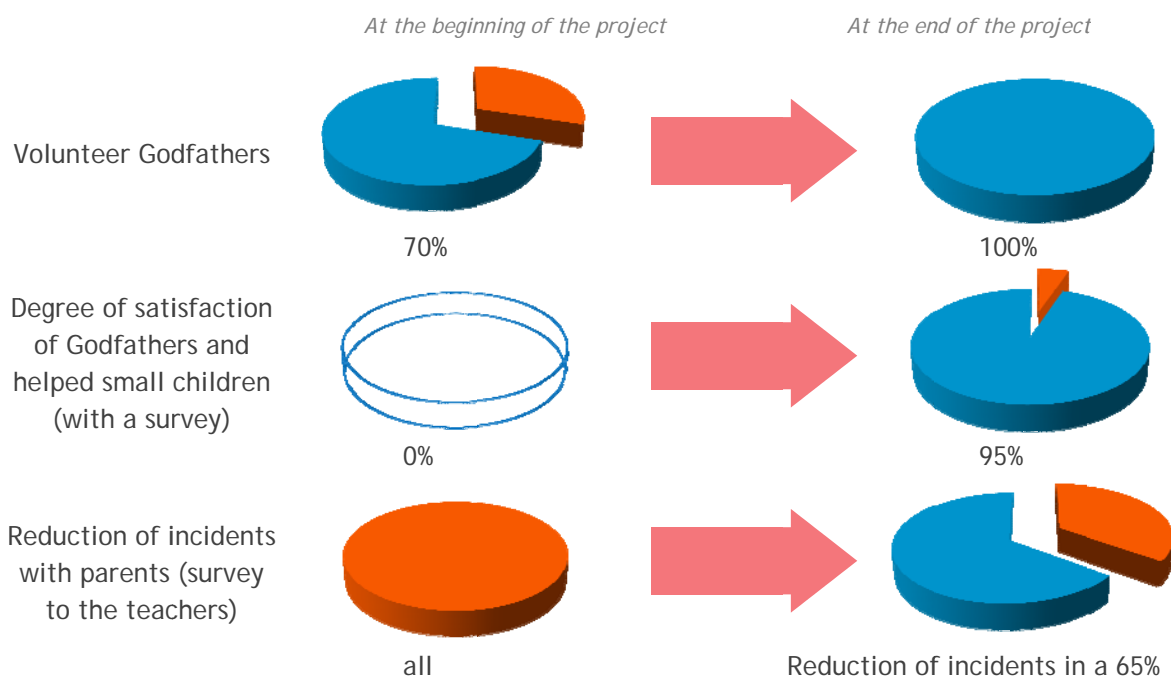
There is continuous monitoring by every tutor and the staff. In case of conflicts they take part immediately.

What is the Godfathers' role?

He/She is the person used as a reference for anything that the small children need:

- Accompaniment at entry and exit of the school and other services if they exist.
- Accompaniment at breaks.
- Mediator in conflicts.
- Accompaniment at reading.
- Accompaniment at common events.

MEASURING INDICATORS



Relationship with families:

Face to face meetings

Gypsy families do not attend the convened meetings by the school or attend meetings organised by tutor students. They do not feel the school is a safe place for them, they are wary of the institution. For this reason we have decided to talk directly to the gypsy mothers in the morning, when they bring their children to school. We gained their trust and we get a significant number of gypsy mothers who usually attend face to face meetings with the tutor or director. Gypsy mothers are beginning to participate with their children and other parents in school celebrations.



Why is it done?

To help gypsy families to get involved and to have confidence in the educational community.

When must this Good Practise begin?

Since the beginning of the school year

What themes are discussed in these meetings?

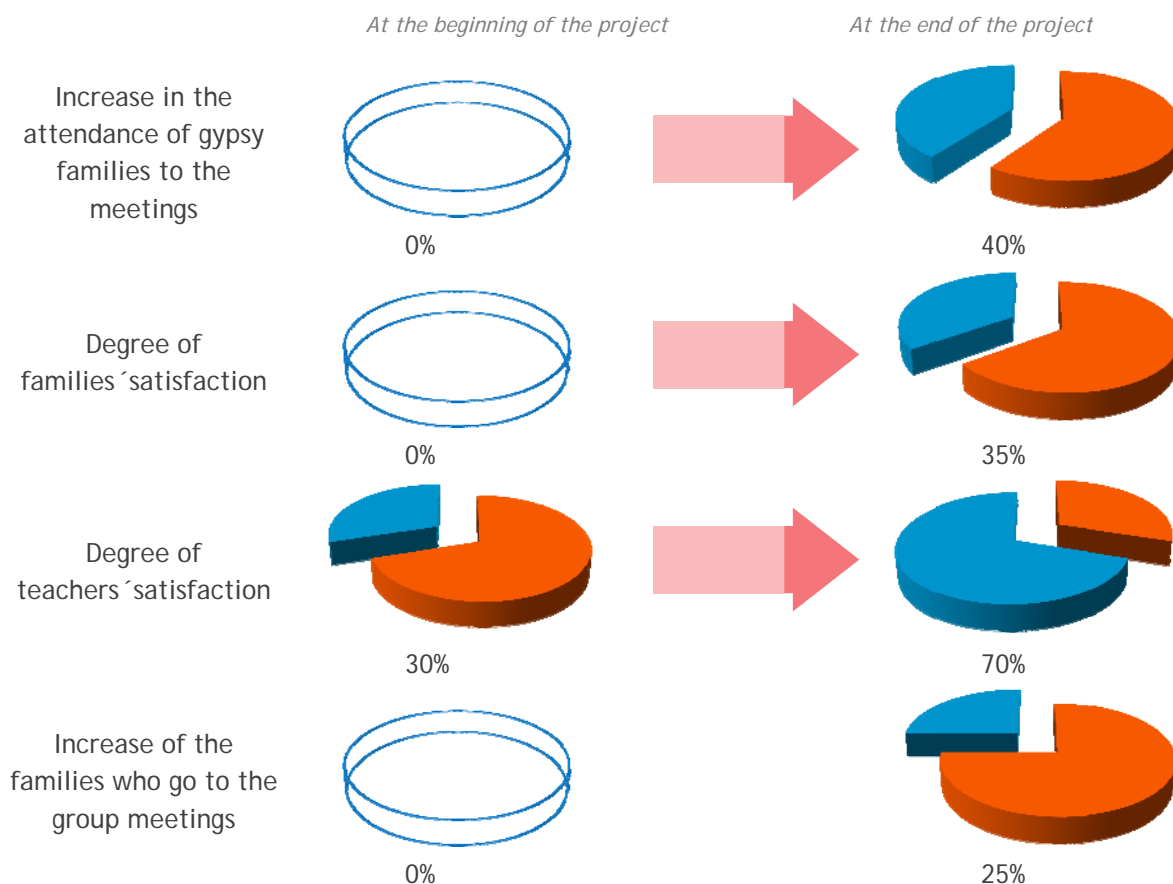
All those themes treated in the meetings of the group where gypsy families do not usually go. They also talk about the themes sent by other channels to parents (notes, emails, notices..) and the parents answer them.

How do these contacts begin?

The headteacher carries out the first meeting when parents bring their children to school. When the contact begins, the tutors join.

What changes are produced in the teaching activity since this practice began?

The teachers develop new communication strategies with gypsy families. These strategies are adapted to their cultural peculiarities, trying to break the lack of confidence of these families in the school. All this arouses an interesting reflection about the educational practices



Mindfulness:

Mindfulness Workshop

Students need to learn to channel their energy, take time to relax and share tranquility. In this way we avoid conflicts. We want to give our students tools to channel their frustrations or small conflicts which arise from cultural differences. Since we put into practice these workshops, the conflicts in school have decreased significantly.



Why is it done?

To channel the aggressiveness and overcome the cultural differences. Resolution and reduction of conflicts. To favour no gregarious grouping

When is the workshop developed?

During the first term and during the school year

Who is the workshop directed to?

To all educational levels and to every children.

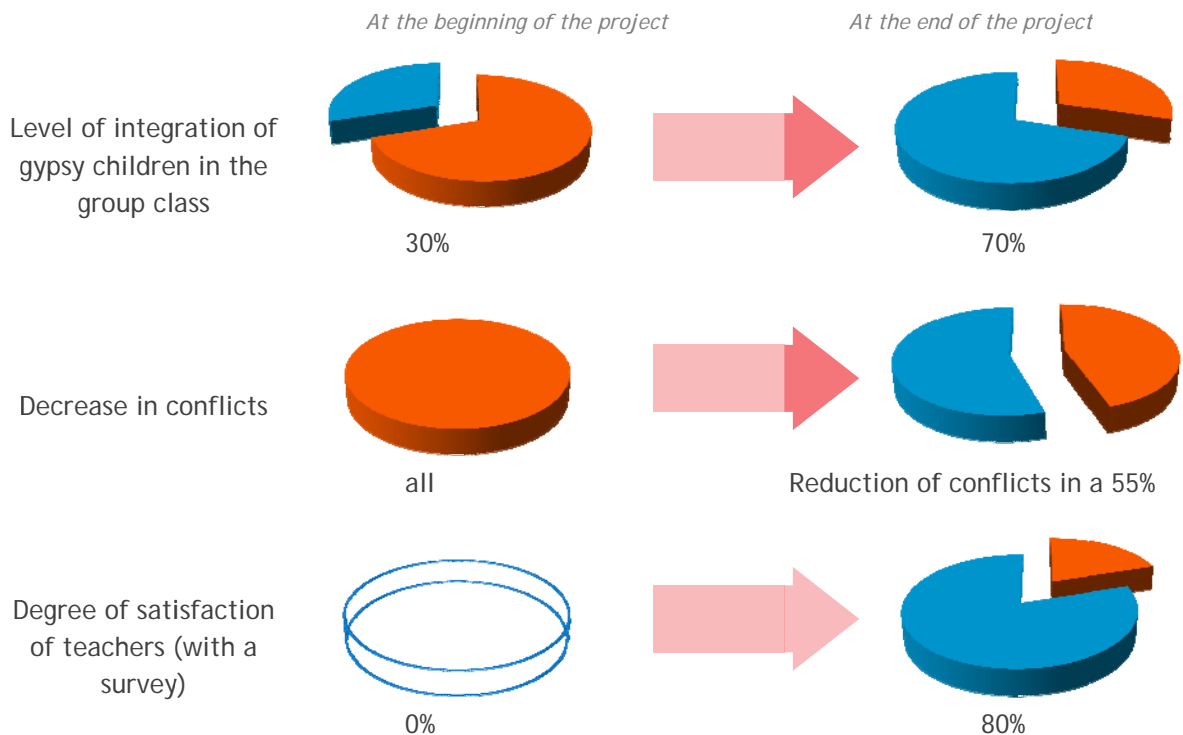
Who teaches it?

A group of teachers with specific training in Mindfulness.

How is this activity organized at school?

The activity is held once a month for every class in the classroom set up to accommodate this

MEASURING INDICATORS



Coexistence

We are all equal

One of the characteristics of Gypsy society is discrimination against women and in order to overcome this issue, we provide monthly activities in which gender equality is the common thread. These activities cover topics such as: the household chores, the referees in sports, family responsibilities and the roles in games. We have also organized extracurricular activities and we encouraged the girls attend to them. The face-to-face work with mothers helps them to trust their girls with us. The role of gypsy women has changed. They are the ones who take most of the decisions which affect their children in relation to school.

We have seen that children perform the same roles with fewer problems than at the beginning of the project.



Why is it done?

To favour the gender equality and the empowerment of gypsy women

What do they do at workshops and with whom?

Every child in 4º year of E P develops the role of godfathers as a part of their work in that year.

When does the work begin and who are the helped small children?

There are some workshops with mothers and children

The workshops with children empower girls in unusual roles for their gender.

The workshop for mothers and children are created with mixed groups of mothers (gypsy and non gypsy) with their children. They do usual tasks-healthy cuisine, household chores, handicrafts, how to do bureaucratic paperwork... In this way we get a meeting and reflection point about the importance of mother's role and her influence on the future for her children.

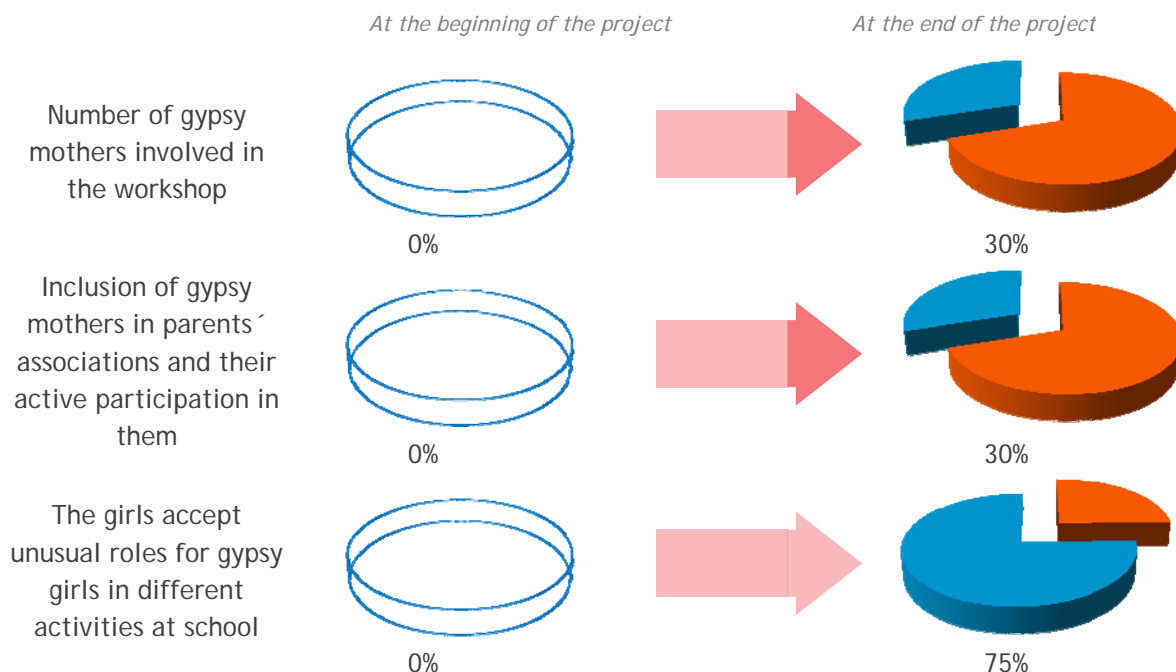
When do they do the workshops?

Throuhgout the school year

Who organises and puts the workshops into practice?

The teaching team in collaboration with the parents' association. In many cases, they take advantage of any event celebrated at school to make a workshop related to it(healthy cuisine, Easter, Carnival, Women's Day, Christmas ...)

MEASURING INDICATORS



Something is changing

We have seen, throughout the two years, that the implementation of these actions has significantly changed the lives of our schools. Something is changing in family life, in our students' lives and the evolution of our schools. The success has been mainly because we were starting from low baseline for each goal and so the small steps that we have taken to date represent the beginning of the journey ahead and provide some hope of further improvements in the future.