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”School and parents – partnership for a sustainable education”

GUIDE FOR GOOD PRACTICES



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Why this good practice guide?

Given that the family is a factor of stability and social cohesion that promotes a healthy environment for child education and development, this Good Practice Guidance is a document that takes into account elements of analyzing the results of the Partnership project between family and school for a sustainable education. It will allow practitioners, teaching staff and teaching assistants inside and outside participating organizations to benefit from the experience and knowledge gained during the project. From this point of view, the guide is developed as a set of guided practice, applied and verified, in order to highlight the good practices resulting from carrying out activities circumscribed to the proposed themes. In this context, schools learn how to communicate, establish and maintain relationships with parents, participating in joint activities organized by or at the initiative of the school. In addition, in this educational environment, the school will become a resource-center for analyzing and advising on the role of the family in educating the next generation. That is why we want this guide to inspire, confirm and offer alternatives that are able to be found in the optional courses proposed by the teachers and that can customize the curriculum at the school's decision, transforming learning into a pleasant process in which students, teachers and parents get involved, and school becomes a friendly place. The examples of good practices included in the guide and the evidence (photos, films, design documents) that we have added from the concrete achievements of participants in project activities demonstrate that the effects those we want.ed.

The examples of good practice included in this guide focused on the main objective of the project through which the development of a positive partnership between school and parents was developed, a relationship based on collaboration, communication, diversity, involvement and responsibility in the sustainable education of children. Thus, the models described are accompanied by examples of benefits: students, teachers and parents, as well as pictures illustrating their impact.

The Best Practice Guide annexes contain:

- Short description of the good practice model;
- The situation / context that led to the emergence of the good practice model;
- Results obtained;
- Positive aspects;
- Issues that require improvement;
- Reflections / lessons learned;
- Evidence / Photos from school partnerships - parents.



MODEL OF GOOD PRACTICE

in the field of absenteeism prevention, dropout, emotional vulnerability, addiction to computer games, low motivation in participating in curricular and extracurricular activities, but of successful parents' involvement in community-based school activities.

Author/Authors; good practice description	Petrescu Andreea, Tătulescu Claudia
School	Diaconu Coresi Secondary School
Title of good practice model	30 ACTIVITIES WITH MY CHILD
Brief description of the good practice model	<p>To improve the child- parent relation and for his emotional development, we proposed a chart with 30 activities for each student of our classroom and his family- parents -brothers, during 3 months. Examples – to read every evening, to garden, to discuss about their day at dinner or after, to play outside or inside old and new games, to go on a trip, to plant flowers, to go in the park, to prepare a cake or a favorite dish, to go for a walk or with bicycles, to help the child at homeworks or projects, to learn something new together, to come to school –in Step by Step alternative educational system parents come to school and work with teachers and students.</p> <p>At the end of 3 months, each child presented to the others what they do- pictures, impressions from a diary, a presentation, but the most important thing, what they felt, what feelings, emotions they discover, what memories they have. In the same time, teachers meet each parent in private, to discuss about their impressions, feelings, if they felt an improvement in the behavior, in learning of their own child.</p>
Situation/context which generated the occurrence of the good practice model	The parents and the children received a questionnaire and we discovered that they don't spend too much time together for communication, for making things, for reading.
Obtained results	Parents have spend much time with their children, even they say all the time- <i>I'm too busy, not now...later, tomorrow</i> . They figured out that the child has learn about things they didn't now, has his own dreams, hopes, has notice problems of the family and in their mind are bigger. As well they got involved in the learning process and they realised requirements of our educational system. The children have felt more appreciated, more love.
Positive aspects	quality time near loved ones, wonderful memories, funny moments, efficient communication.
Aspects that need to be improved	the parents should acknowledge that they need this moments without any chart



Reflections; learned lessons

children are more calm, have felt more appreciated, parents have realised how many moments from the childhood of their own kids , their children's development have lose.

Evidence (statistics, photos etc.) cd, questionnaires, chart





Author/Authors; good practice description	Jolita Karosienė
School	Anykščiai Antanas Vienuolis progymnasium
Title of good practice model	The performance called Zuikis Puikis. Parents act for children. THE PERFORMANCE CALLED ZUIKIS PUIKIS. PARENTS ACT FOR CHILDREN
Brief description of the good practice model	Parents had rehearsals at school twice a week for 2 months. They put on the performance on the last day of the school year.
Situation/context which generated the occurrence of the good practice model	The aim of the event was to involve parents in the school and class life and to encourage communication and cooperation among the members of the community.
Obtained results	18 parents acted in the performance, about 50 spectators observed it.
Positive aspects	It was a pleasure for students to see their parents acting. Students realised that they are very important to their parents. The relationship among the members of the community has obviously improved, i.e. parents and students attitude is more positive towards the school now.
Aspects that need to be improved	The school tries to find out the talent not only in students but also in parents. Pupils were proud of their parents.
Reflections; learned lessons	Share the experience in Anykščiai region. The performance could be presented not only to the class but also to the school community.

Evidence (statistics, photos etc.)







Author/Authors; good practice description	Elena Llopis Cerisuelo
School	Ceip Cervantes Vila-Real
Title of good practice model	INTERACTIVE GROUPS
Brief description of the good practice model	Interactive groups involve and promote the quantity of interactions of all the students with a dialogic approach of learning. Interactive groups achieve the participation of all those who directly or indirectly influence learning and development of pupils, including teachers, relatives, friends...
Situation/context which generated the occurrence of the good practice model	The interactive groups consist of mixing students in a class into small heterogeneous groups, each of them supported by an adult. Each of these groups is organized around four or five students. Teachers are responsible to prepare all the activities to do in the class, and then the volunteer's role is to produce dynamic supportive learning interaction in each group and guide the activity. Students are split up in 4 heterogeneous groups (gender, academic rates and students with special needs). During the activity they do 4 different tasks. Students will change to another activity until they finish the 4 activities.
Obtained results	Learning motivation Multicultural existence Students-families-school relationship Behavioral problems reduction
Positive aspects	Interactive groups allow for a more individualized assessment of the student's difficulties and support
Aspects that need to be improved	<ul style="list-style-type: none"> • Implication of all the parents • More kinds of activities • Interactive groups assessment
Reflections; learned lessons	An interactive group is a useful too which promotes the relations within the students, due to that they must to cooperate on their own in order to do the activity. The role of the adult is very important because he/she should encourage the students to interact and also to moderate these interactions, trying to involve all the participants.
Evidence (statistics, photos etc.)	





Author/Authors; good practice description	School librarian Gitana Valančiūnienė
School	Anykščiai Antanas Vienuolis progymnasium
Title of good practice model	READ ALOUD WEEK
Brief description of the good practice model	The librarian and teachers chose the books/ stories suitable for the students of their age: classical Lithuanian stories for the 1st- 6th graders, the book for teenagers by the contemporary author for the 7th-8th graders. The class teachers contacted parents and made a timetable for the reading. The school informed parents about the events via e-diary. The information was also available on the school webpage. Every day at one lesson a parent read a story/ an extract to his son's/ daughter's class(10-15 min.). The next day the process was continued by another parent. The stories were discussed and analysed too.
Situation/context which generated the occurrence of the good practice model	<p>According to the 2018 Lithuanian Standardised test results 47,5% of the 8th grade students reach only the satisfactory Lithuanian text comprehension level. The reason for this could be reading not enough and using too many informational technologies.</p> <p>Read Aloud Week was organised to motivate students to read, to present students and their parents books for teenagers written by the contemporary authors , to involve parents into the process of learning, to encourage a dialogue between parents and children while analysing the problems that appear in the books.</p>
Obtained results	In 2017 37 parents took part in the Read Aloud Week. In 2019 45 parents participated in the event.
Positive aspects	Parents are involved into the life of school, different generations learn to tolerate each other, families are encouraged to read books. In 2017 Read Aloud Week was finished by a meeting with Une Kainaite, the author of a book called Letters to Elze, that parents had been reading for a week.
Aspects that need to be improved	In 2019 the Read Aloud Week was more attractive to students and their parents as Erasmus+ KA2 project School And Parents For A Sustainable Education guests read extracts to Lithuanian students in Romanian and Spanish languages.
Reflections; learned lessons	The time for Read Aloud Week should be chosen reasonably. The second semester is more suitable than the third.
Evidence (statistics, photos etc.)	The timetable, photos.





Author/Authors; good practice description	Francisca Bort Oms
School	Ceip Cervantes Vila-Real
Title of good practice model	THE PLAYGROUND THAT WE WANT
Brief description of the good practice model	This kind of activity starts when one group of teachers has realized that pupils do not use the playground properly according to their necessities. Nowadays, pupils only use playground to play football. They do not have places in the shadow. They do not have books to read, games to play or green areas to look after, for example. For this reason, the teacher's team decided to change the playground and to create one more appropriate to the pupils' preferences.
Situation/context which generated the occurrence of the good practice model	Teachers and families decide to start the playground change. First of all, we make an assembly with pupils to listen to them and take notes about their preferences. After that, we do the same with families. Next, we draw a map of our future playground with all the zones, places, green areas, etc. Then, we make a list with all the material and people that we need. Finally, we set a timetable to organize families, teachers and pupils in order to coordinate the new restructuring in the playground. Generally, everything has been very easy because all the school have participated a lot in the meetings, in the activities and in the philosophy of the project.
Obtained results	A wide range of games in the playground Learning motivation Multicultural existence Students-families-school relationship Behavioral problems reduction
Positive aspects	Reduce ball games in the playground. Increase different places and games. Respect the pupils' preferences.
Aspects that need to be improved	Implication of all the parents More kinds of activities Participation of pupils to improve the playground even more.
Reflections; learned lessons	The main goal of the playground transformation is to create an equal time to play and to have fun. It is important for us to reconsider our pupils' necessities and preferences and to be positive to accept changes in order to guarantee a better lifestyle in our school.
Evidence (statistics, photos etc.)	





Author/Authors; good practice description	Dincă Elvinia, Soreanu Alexandra
School	<i>Diaconu Coresi</i> Secondary School
Title of good practice model	TIME ME, TIME YOU, TIME US
Brief description of the good practice model	The project was hold up along the school year 2018-2019, first class Step by Step. Teachers desired that free time must be different, near to each other, by challenging children and parents. Students had to come in the <i>Morning Meeting</i> , at <i>News</i> moment, to present pictures, movies, diary pages, from the activities witch they had performed.
Situation/context which generated the occurrence of the good practice model	After applying questionnaires to children about their hobbies, favorite games, teachers has discovered that they spend to much time alone, in front of TV, PC or any gadget. Parents were asked why children have been left in front of TV, PC so much time and their answer was – do they <i>know them ..??.</i> , <i>they don' t need their full attention or time.</i> The breakdown that affect family and they give up responsibilities, in the absence of quality time spent together, in the absence of any collaboration between school and families.
Obtained results	It was demonstrated, untill this moment, that was an improvement in parent-child relation, more implication of the parent to spent time with his child, parent's initiative to be more in the school, at activities and an efficient colaboration to organise school –family meetings.
Positive aspects	the PC –TV addiction has improved, emotional vulnerability has improved, the partnership between school and family has improved in order to ensure an sustainable education, an sustainable learning model.
Aspects that need to be improved	the implication of all the parents, dropping interest on the way
Reflections; learned lessons	Parents desire to be more close to their children. They present pictures, thoughts, reflections, confessions based on a new comun experience child-parent, parent-school, parents-community, an improvement of child-parent-grandparent-brother/sister relation.
Evidence (statistics, photos etc.)	





Author/Authors; good practice description	Class teachers
School	Anykšėiai Antanas Vienuolis progymnasium
Title of good practice model	IN PARENT'S SHOES. CARREER TRAINING DAYS.
Brief description of the good practice model	Students visited parents at their workplaces. Every class invited parents to school to tell about their profession or went to the work place themselves. Class teachers were responsible for contacting parents and making a timetable. The timetable was available on the school webpage, e-diary.
Situation/context which generated the occurrence of the good practice model	It is important to encourage students to look for various career perspectives. It is also necessary to inform them about professions which could be obtained not only with the higher but also vocational education.
Obtained results	In 2018 10 parents told about their occupation at school, 5 classes visited parents at their workplaces. In 2019 11 classes visited parents at the workplaces, 3 parents came to school. 3 parents who took part in Erasmus+ project School And Parents Partnership For A Sustainable Education organised 3 trips to their workplaces for the guests of the project.
Positive aspects	Students create the vision about their future occupation, career perspectives. Students especially those who have difficulties in learning are motivated to take vocational education. Parents are happy to introduce their occupation to the students.
Aspects that need to be improved	Big classes could be divided into groups in order to fit into small offices. In some cases it would be reasonable to join several classes and organise the presentation at school as some professions are very interesting and popular.
Reflections; learned lessons	Parents are involved into the school life, they share their experience. Children have a possibility to communicate to their classmates' parents.
Evidence (statistics, photos etc.) The timetable, photos	





Author/Authors; good practice description	Elena Ghenea
School	Diaconu Coresi Secondary School
Title of good practice model	SAFETY IN THE ONLINE ENVIRONMENT
Brief description of the good practice model	<p><i>Common meeting parents-pupils - police representative.</i></p> <p>Current issues of the risks of excessive Internet use, as well as responsive and controlled use of the Internet, have been discussed.</p> <p>There are some real dangers to which young people who spend too much time in the virtual environment are exposed, to the detriment of useful, healthy and enjoyable activities (computer security issues, disclosure of personal information, exposure to inappropriate content, harassment, cyber-bullying etc.)</p> <p>Also, both students and parents received recommendations on safe navigation on the Internet.</p> <p>Parents have stressed the need for closer monitoring of children's access to the Internet.</p>
Situation/context which generated the occurrence of the good practice model	Children and young people increasingly tend to spend a lot of time online, accessing various sites, games, or social networks. Many times, parents are faced with unwanted and unpleasant events related to the image and personal information about their children.
Obtained results	<ul style="list-style-type: none"> * Empower students and their parents; * Awareness of the dangers that occur in the online environment;
Positive aspects	<ul style="list-style-type: none"> *Parents' participation in school activities * Positive impact of discussion on pupils and parents.
Aspects that need to be improved	Participation of all parents in such activities.
Reflections; learned lessons	* The importance of a close, open relationship with their parents, based on trust and sincerity
Evidence (statistics, photos etc.)	Support materials, questionnaire, photos





Author/Authors; good practice description	Cristina Navarro Macian
School	Ceip Cervantes Vila-Real
Title of good practice model	SANTA CATERINA
Brief description of the good practice model	This activity is based on an old tradition fair that we have in our city. The students from 3rd, 4th and 5th level bring old toys to school in order to be sold to other pupils from our school. The price of them goes from 0'50 to 2 euros. The students from 1st and 2nd level don't sell any toy. They go around with their teachers. The students from 6th course don't sell second hand toys, They bring handmade food like cheesecakes, tomato cake, cookies and so on. They sell them in order to get money for their final journey. Parents are involved on this activity. They can see the little fair that we do on the playground. And they help students to get money for their final journey or trip. Children are very happy to see some member of the family on the fair.
Situation/context which generated the occurrence of the good practice model	The context is the participation of all the school community and parents. The relationships between them give our activity a good feeling of group cohesion.
Obtained results	Parents spend time on this activity in order to maintain a good relationship with the school and parents.
Positive aspects	Good relationship between pupils and families - Great time - Good communication in general
Aspects that need to be improved	- The parents would like to stay more time doing this activity.
Reflections; learned lessons	Children are more motivated on this kind of activities.

Evidence (statistics, photos etc.)







Author/Authors; good practice description	Jolita Karosienė
School	Anykščiai Antanas Vienuolis progymnasium
Title of good practice model	PARENTS ASSISTANCE AT LESSONS IN THE 3A CLASS
Brief description of the good practice model	Once a month the Primary teacher prepared different tasks for 4 groups of students. 4 parents were invited at a time(1 parent for 1 group of students). The method was used in revision lessons of different subjects. The timetable was made in advance for parents to assist in the lessons. Students usually work for 10 min. in one station then move to another one with different tasks. Parents work in one station with the same tasks all the lesson. Students work at all 4 stations with 4 different parents.
Situation/context which generated the occurrence of the good practice model	During the Short-Term Joint Staff Trainig events in Spain teachers observed lessons at Ceip Cervantes, Villareal. Lithuanian teachers found this method very attractive. They were eager to try this form of work in order to test if it could be suitable for parents and pupils in Antanas Vienuolis progymnasium.
Obtained results	6 lessons were made public to the school teachers by Jolita Karosiene, 20 different parents participated in the process, 6 teachers of different subjects observed the lessons. It was the unique experience in our school.
Positive aspects	3 teachers from Antanas Vienuolis progymnasium who observed the lessons are going to practise the method the next year(2019-2020)
Aspects that need to be improved	Spend more time analysing the lesson together with parents and pupils. In order to have enough time for reflection it would be reasonable to organise the last lessons with the parents assistance.
Reflections; learned lessons	Parents have a unique possibility to see their child among his/her peers. Sometimes parent realise that their child is not as gifted as they have thought or vice verse a child appears to be much better.
Evidence (statistics, photos etc.)	
The descriptions of the observed lessons are kept in a special folder at the school secretary's because the school encourages teachers to share their good practices with the colleagues. The information is available to all the teachers of Antanas Vienuolis progymnasium.	





Author/Authors; good practice description	Berta Sanz Solsona
School	Ceip Cervantes Vila-Real
Title of good practice model	COMPUTER WORKSHOP
Brief description of the good practice model	This activity is based on computer learning. The students of 4th Primary goes to the computer classroom to learn how use correctly this tool. New technologies are an important subject for our school. Nowadays it's completely useful for them to use different programs, application, website, app in order to improve their learning.
Situation/context which generated the occurrence of the good practice model	Pupils go once a month to the computer classroom with a teacher. The families are also invited to the activity, so each day comes a father/mother and helps to the teacher to conduct the lesson. The lesson lasts 1 hour and a half approximately. The contents that we teach are word and excel basic information, educational websites and app, write a text and copy-paste, etc.
Obtained results	Parents, teachers and pupils have learnt more about computer working. A group of students have more abilities to use different tools but another group needs a supporting helper to do the tasks or to control Internet and programs like Microsoft.
Positive aspects	<ul style="list-style-type: none"> - Good relationship between pupils and families - Great time - Good communication in general - Good abilities in computer - Good improvement in learning through educational programs.
Aspects that need to be improved	<ul style="list-style-type: none"> -The parents would like to stay more time doing this activity - Pupils need More sessions to get better results. - It's interesting to use computer in subjects like math's, science, etc.
Reflections; learned lessons	Children are more motivated on this kind of activities and they want to explore more about computer, programs and websites.
Evidence (statistics, photos etc.)	





Author/Authors; good practice description	Camelia Moraru
School	Diaconu Coresi Secondary School
Title of good practice model	A PARTNERSHIP FOR EDUCATION: SCHOOL - FAMILY - COMMUNITY
Brief description of the good practice model	The work dedicated to debating the vision "Education unites us" has been successful, bringing together all actors involved in the educational process: students, parents, teachers, community representatives. In the opening of the activity was presented a PPT material on the role of education, the fundamental values and principles on which education in Romania is built, the beneficiaries of the public education service, its objectives and responsibility for the success of the public education service. The activity continued with the actual debate of the "Education joins us" vision. He worked on groups, aiming to highlight the pluses and limits of the vision, making recommendations on how to improve it. The participants, in an atmosphere of cooperation and collaboration, have proposed viable solutions to their involvement in education and the ongoing interaction between all educational actors, aiming at the students' success in the medium and long term.
Situation/context which generated the occurrence of the good practice model	The situation / context that triggered the emergence of the good practice model The Romanian School, from the perspective of 2030, is in the service of the child, the family, the community and the society. The public education service in Romania builds on cooperation between all sectors of society, includes state and private education and aims at shaping the child into a responsible adult, socially and professionally integrated, who feels he belongs, equally to the Romanian nation and the European space, thinks and participates in the development of society.
Obtained results	The suggestions and recommendations of the participants regarding the vision "Education joins us", these being the material for making a brochure. The brochure was forwarded to the Ministry of Education, with the aim that the debate to be transformed into a law.
Positive aspects	Participants noted the following positive aspects of the vision:



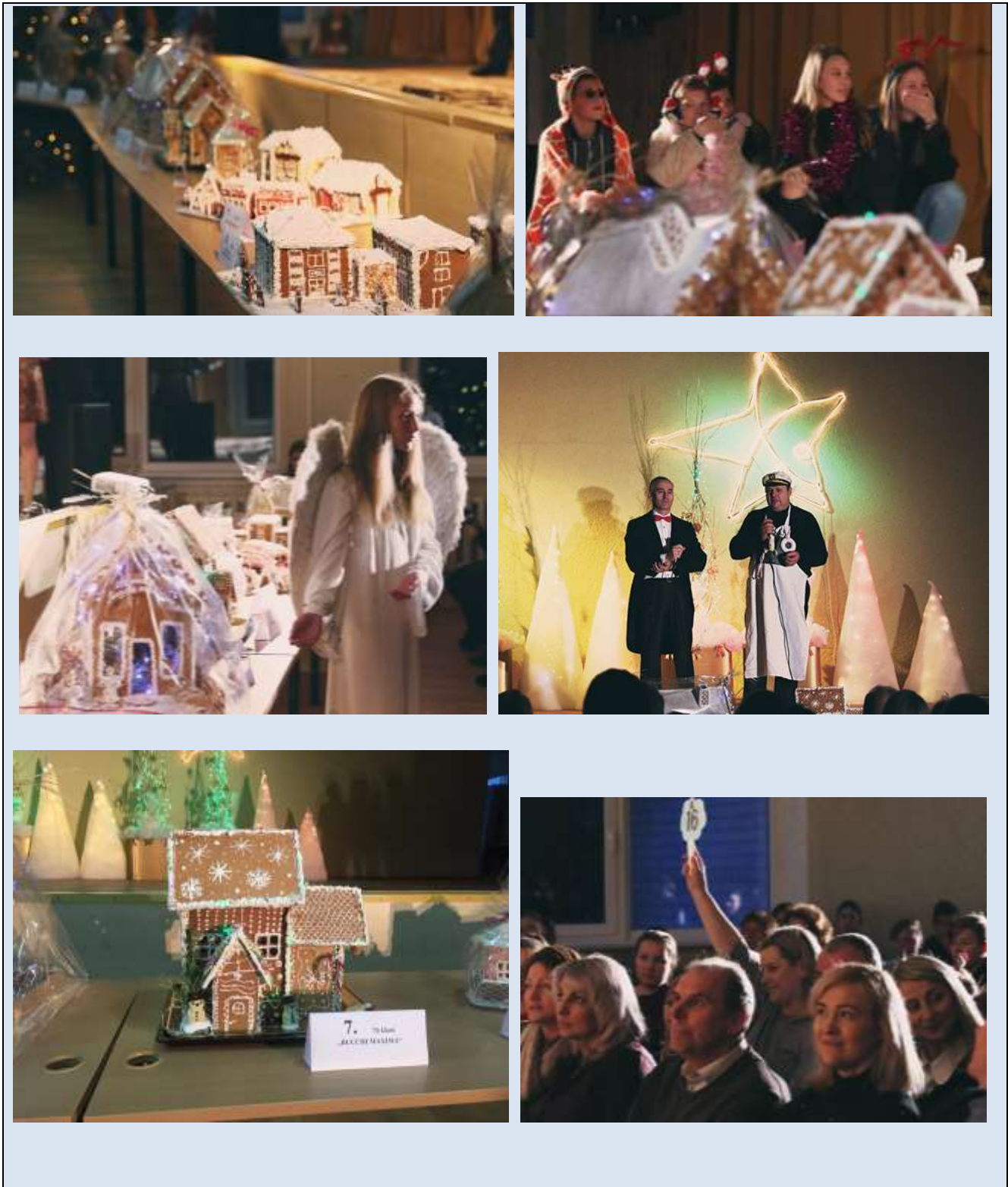
	<ul style="list-style-type: none"> • Quality assurance and control (it is appreciated that feedback is required) • Continuous teacher training • The concept of "educational leader" • Managerial capabilities • Obtaining school autonomy • Guidance and counseling activities • Emotional and psychological support • Program after school • Art and sports clubs • Graduation profiles for each stage of the school journey • Involve NGOs, economic agents in organizing extracurricular activities.
<p>Aspects that need to be improved</p>	<p>Participants signaled the following aspects of the vision, which require improvements: - More Flexible Program - Putting emphasis on basic subjects - Participation in classes by the intellectual level of each student - Each teacher has his own lab, equipped with the necessary materials - Removing national evaluations from 2nd, 4th, 6th and 8th grades - Introducing differential examinations for admission to high school - Teaching should be simplified, with a much more flexible schedule - It should be taught appropriate lessons for the age they have - The age of 3 is very young to be integrated into pre-primary education - Remove standardized tests for the primary cycle because children do not have the ability to collect all the information at this age. What is the relevance of this test? - a clearer, more concrete look at the corrective year - The instability of the education system, which is in a perpetual reformation</p>
<p>Reflections; learned lessons</p>	<p>Efficiency of teamwork - students, parents, teachers, members of the community demonstrated by the explosion of ideas, argumentation, critical thinking, assertive communication and consensual approach.</p>
<p>Evidence (statistics, photos etc.) Support materials, questionnaire, photos</p>	







Author/Authors; good practice description	Valentinas Gudėnas
School	Anykščiai Antanas Vienuolis progymnasium
Title of good practice model	CHRISTMAS HONEY CAKE AUCTION
Brief description of the good practice model	It is a traditional auction in Anyksciai Antanas Vienuolis progymnasium since 2016. The school invites parents and members of the town community to take part in the charitable fundraising auction and to support school in refurbishing its areas. Every class bakes a Christmas Cake, prepares a theatricalized presentation for it.
Situation/context which generated the occurrence of the good practice model	The event motivates to take part in charitable activities and volunteering. Parents, students other members of the town community (politicians, businessmen) are encouraged to collaborate with the school.
Obtained results	The National TV reported on The Christmas Honey Cake Auction in Antanas Vienuolis progymnasium. More money is raised at the auction and more people take part in the event every year. Teachers are also active participants.
Positive aspects	Students and parents enjoy making cakes together. Artistic skills and creativity are developed while preparing theatricalized presentations. Students also gain skills for the financial literacy. Parents support the school and identify themselves as an important part of it.
Aspects that need to be improved	Parents could take part in performances to present the cakes.
Reflections; learned lessons	The auction is improved all the time. In 2018 the topic of the auction was Places of Interest in Anyksciai.
Evidence (statistics, photos etc.) The funds raised at the auction were used for buying benches and bean bag chairs.	





Author/Authors; good practice description	Petrescu Rebiana
School	Diaconu Coresi Secondary School
Title of good practice model	Common school-family activity within the European project: EUROPEAN CHRISTMAS TREE DECORATIONS EXCHANGE
Brief description of the good practice model	The children of the preparatory class A, supported by their parents, made Christmas tree decorations, which together with Step-by-Step classmates and the headmaster sent them to schools from different participating countries to the project.
Situation/context which generated the occurrence of the good practice model	The inclusion of the school and of the two classes in the above-mentioned European project determined the common involvement of the stakeholders (school, pupils, parents).
Obtained results	The products obtained from the practical activities were distributed to all schools in the countries involved in the project, and our school, in turn, received ornaments, greetings, letters, etc. with Christmas themes, and consequently the European firing of the European fir tree and the paving of the corner dedicated to this project with the received ones. Both the children and the parents involved in the project have shown seriousness, commitment and creativity, attributes that lead to successful activities.
Positive aspects	Strengthening the school-family relationship, developing creativity, team spirit
Aspects that need to be improved	More often activities of this kind
Reflections; learned lessons	This kind of activities brings to the forefront the idea of partnership in the education of the child, the only and the most important beneficiary being the child.
Evidence (statistics, photos etc.)	Support materials, questionnaire, photos





Author/Authors; good practice description	Irene Ibañez Aymerich
School	Ceip Cervantes Vila-Real
Title of good practice model	EXPERIMENTAL WORKSHOP
Brief description of the good practice model	This activity is thought of completing learning through an experimental way. Teachers organize 7 workshops: kitchen, popular games, experiments, yoga, art and puppets and make up. Each teacher is responsible for one workshop: prepare the material, organize pupils, control the problems, etc. This lesson is once a week and last one hour and a half.
Situation/context which generated the occurrence of the good practice model	On Thursday we do this activity during the afternoon. We repeat this activity during 7 weeks but children don't repeat never in the same workshop. Each workshop has a corresponding color, so at the same time teachers mix their children in 7 colors. In that way, for example yellow team starts in the yellow workshop but in the following day they will go to another color, but always yellow team together. Families participate in this workshop, 7 fathers/mothers goes to one workshop and help to the pupils and the teacher to guarantee the learning process and to understand the activities meaning.
Obtained results	Parents, teachers and pupils have increased the motivation in this workshop. Children improve their autonomy and their connection with other classmates. This workshop benefits families and pupils too.
Positive aspects	<ul style="list-style-type: none"> • Good relationship between pupils and families • Great time • Good communication in general • Good motivation to explore and to know more things. • Good cooperation and working in groups.
Aspects that need to be improved	<p>The parents would like to stay more time doing this activity</p> <ul style="list-style-type: none"> - Pupils need More sessions to get better results. - Parents want to go the workshop that his/her son/daughter is playing, so we propose to do a timetable to organize the family participation.
Reflections; learned lessons	Children are more motivated on this kind of activities and they want to explore more about material, games, activities , etc..
Evidence (statistics, photos etc.)	

