

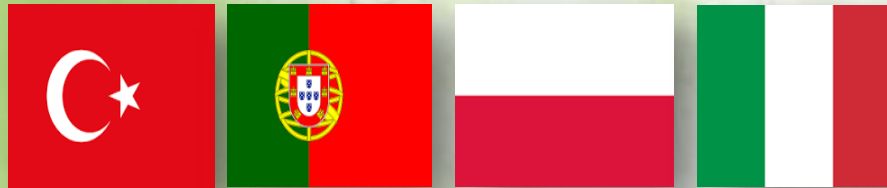


Co-funded by the
Erasmus+ Programme
of the European Union

MID-TERM EVALUATION REPORT

Cumhuriyet İlkokulu / Hendek-Sakarya-Turkey

Happy Kids For A Better Europe With Peer Coaching



2017-1-TR01-KA219-046333_1

The Effects of the Project on the Academic Achievement of the Students

* Positive gains like reading speed, fluent and clear reading, reading comprehension, reading according to the rules of reading, inquiring reading (reading the answer to 5Wh 1H questions) have been observed.

* There is a positive increase in the reading speed of the students who have started to write more legibly. Also there is a positive increase for the reverse situation, too



The Effects of the Project on the Academic Achievement of the Students

- * All these positive developments have enabled students to be successful in subjects that are related to other subjects, especially those that require correct perception, analysis and interpretation. In particular, remarkable progress has been made in solving mathematical problems. The missing information about the four operations and multiplication tables has been reached to the desired level with both mind games and fun activities in the classroom.
- * Through cooperative learning, students have become more willing in the lessons. This made their learning more engaging and lasting.
- * There was an increase in the success of students with learning difficulties.





The Effect of the Project on the Social Development of Students

- * The students who are withdrawn, silent, passive and in the background have gradually started to put themselves in the classroom.
- * They started to respond to the group of friends and to play together.
- * They began to take active roles in group work.
- * They have been involved in drama, artistic and sporting activities with their coaches or without coaches. This situation supported their development of self-confidence significantly.
- * They began to understand each other's feelings better. They realized each other. They learned not to ignore the feelings and thoughts of their friends. Empathy competences increased.





The Effect of the Project on the Social Development of Students

- * They began to show conciliatory approach to their problems. Instead of constantly complaining children, they started to be solution-oriented individuals.
- * The forces of persuasion have evolved. They were very successful in involving their friends, who were particularly timid, in games and events. Leadership skills improved.





The Effect of the Project on Personal Development of Students

- * Coaching students realized that they could overcome what they could not do.
- * They learned to work efficiently with their friends.
- * They have learned to say their feelings and thoughts freely.
- * They learned to build empathy, to be more understanding, caring and helpful towards each other
- * They realized their abilities and were directed to their respective fields. Their achievements made them self-confident. Thus, they became more active in class activities, various activities within the school, and friendship relations.





The Effects of the Project on Parents and Teachers

EFFECTS ON TEACHERS:

- * They realized how coach and coached students could complete each other by observing their students more effectively .
- * They had the opportunity to know their students better in terms of their abilities, interests, friendship and emotions.
- * During the lesson, the coaches were interested in coached students, and the teachers had the opportunity to work more actively and comprehensively.
- * They complete the missing side of each other by sharing peer coaching application steps, their experiences in the classroom, the results they have achieved,. In this way, teachers have coached their other colleagues with peer coaching without being aware.





The Effects of the Project on Parents and Teachers

EFFECTS ON PARENTS:

- * They had an opportunity to know their children better.
- * They realized their abilities.
- * They realized what they did wrong and what they did wrong in their relationships with their children.
- * They learned how to support their children.
- * They started to go to school more often.
- * They started making frequent interviews with the school counseling service. They realized that the counseling service was not a place to go when there was only a negative situation.
- * The thought of 'No need to go to school if there is no problem with my child' has disappeared in large extent.





Educational Activities in the Project (Teacher, Parent, Student Trainings)



TEACHER TRAINING:

- * Coaching system was explained by school guidance service.
- * They were informed about student selection.
- * Application forms are introduced. How to fill out the forms was explained.
- * Sociometry technique (which is used for the selection of students) was introduced.





Educational Activities in the Project (Teacher, Parent, Student Trainings)



PARENT TRAININGS:

* School counselling service and class teachers introduced peer coaching system to parents of students included in the application process.

* Expert Hatice Kübra TONGAR gave a seminar on correct communication, child psychology, efficient course work, time management.

* ‘ I read for my child’ reading activity and parent trainings are done.





Educational Activities in the Project (Teacher, Parent, Student Trainings)



STUDENT TRAININGS:

*Peer coaching implementation was explained to coached students by school counselling service.

*Implementation steps, academic, social and personal supports was explained by class teachers.





Positive Effects of the Project on the Institution

- * Increases in student achievement have positively affected the environment's perspective to the school.
- * Communication, interaction, sharing and dialogue between teachers increased.
- * More dynamic, social and active education environment has been formed.
- * Teacher and student motivations have increased.
- * The institution has been better known and adopted by the parents due to the social activities carried out within the organization. This has increased the teacher-parent and school cooperation and dialogue.
- * We have taken a step towards becoming a global school. . Experience in Erasmus + projects has increased.



Financial Evaluation of the Project

The Project Management Team conducted studies on the financial aspect of the project. The activities specified in the project form were made on time. The project budget was spent without any deviation.





Project Management Team Opinions on the Implementation Term



* Positive feedback was received as expected at the end of the implementation period.

* Teacher, parent and student satisfaction reached the top.



* All the teachers participating in the implementation have knowledge of the application. They began to find answers to their questions, or even to coach with each other when they encountered a problem.



Samples In-Class Implementations

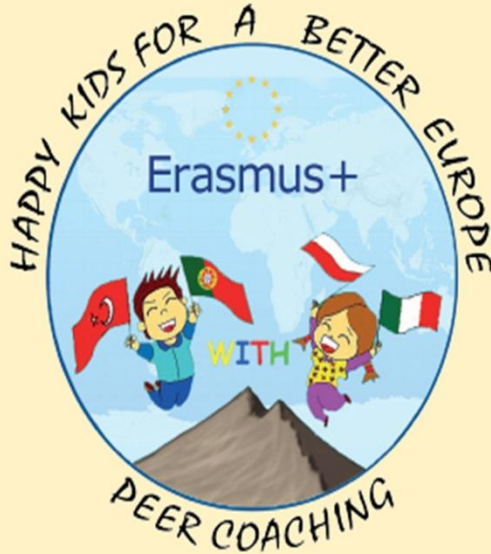




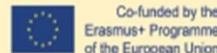
Introductory Activities of Peer Coaching



İLKOKULLARDA FARKLI BİR METOT AKRAN KOÇLUĞU



"Bu proje Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."



İLKOKULLARDA FARKLI BİR METOT: AKRAN KOÇLUĞU

Akran Koçluğu yönteminin uygulanmasıyla geleceğimizi emanet edeceğimiz minik yüreklerin ilkökul seviyesinden eğitim öğretim ortamlarına aktif katılımlarının sağlanması sonucunda geleceğe umutla bakabilen, potansiyelini kullanabilen, iletişim becerileri kuvvetli, araştıran, sorgulayan nesiller yetişecektir. İlkokul düzeyinden eğitim öğretim süreçlerine aktif katılmayan öğrencilerin aktif katılımının sağlanmasıyla öğrenmeye istekli nesiller yetişecektir. Sınıf içi öğrenci davranış problemleri küçük yaşlardan önlenecek ileri ki yaşlarda ortaya çıkabilecek davranış problemlerinin de önüne geçilmiş olacaktır. Öğrenciler arası iletişimin kuvvetlenmesiyle mutlu okul ortamı sağlanacaktır. Öğrencilere liderlik vasfı kazandırılacaktır. Öğretmenlerin mesleki iş doyum seviyelerinde artış olacaktır.

Projenizin hedef grubu 5 - 11 yaş arası ilkökul öğrencileridir (anasınıfı dahil). Ortaklar arası iyi uygulamaların değişimi sonucunda okul personelleri tarafından sınıf akran koçları yetiştirilecektir.

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T.C.
HENDEK KAYMAKLIĞI
CUMHURİYET İLKOKULU

HAPPY KIDS FOR A BETTER
EUROPE
WITH
PEER COACHING

PROJE BÜLTENİ

Erasmus+ KA219 Stratejik Okul
Ortaklıkları Projesi

Proje Paydaşları



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Drama Activities



Erasmus Days Events



Peer Coach is the Best Approach



Erasmus Days Events



Erasmus Days Events



Peer Coach is the Best Approach





Peer Coach is the Best Approach

