

Daugavpils 10.vidusskolas
„labas prakses” skolvadības ziņojums

Ina Kirņičanska,
Daugavpils 10.vidusskolas direktore

- Motivācijas sistēmu attīstīšana.
- Humāno, finanšu un materiālo resursu meklēšana un vadība.
- Demokrātisko vērtību īstenošana skolā.

Katrai Latvijas skolai ir izstrādāts Attīstības plāns, kurš nosaka skolas attīstības priekšrocības katrā no 7 pamatjomām, tajā skaitā: ATBALSTS SKOLĒNIEM, kur tiek pievērsta uzmanība skolēnu pozitīvo attieksmju, personības īpašību un sociālo iemaņu attīstīšanai; RESURSI, kur tiek plānota cilvēcisko, finanšu un materiālo resursu meklēšana un vadība; SKOLAS DARBA ORGANIZĀCIJA. VĀDĪBA UN KVALITĀTES NODROŠINĀŠANA, kur liela uzmanība tiek pievērsta darbinieku iesaistīšanai skolas darbības vērtēšanas procesā, attīstības plāna izstrādāšanā un realizēšanā. Skolas attīstības rezultativitāte ir ārēji vērtēta 1 reizi 6 gados veicamajā skolas darbības akreditācijas procesā, kuras galvenais mērķis ir paaugstināt izglītības kvalitāti katrā skolā un Latvijā kopumā.

Tas nozīmē, ka skolas darbības organizēšana un vadība ir pakļauta gan demokrātisko vērtību īstenošanai ikdienas izglītības procesā, gan skolotāju un skolēnu motivācijas paaugstināšanai, gan pārdomātai resursu meklēšanai. Tā izveidojās ne tikai skolas vadības stils, bet skolas darba stils.

Kā „labas prakses” piemēru izskatīsim skolas vidējās izglītības programmu sagatavošanas procesu licencēšanai.

1. Resursu apzināšana:

- skolai izveidojās laba materiālā bāze dabaszinību pasniegšanai – fizikas kabineti, kuri nav pazaudējuši bāzi praktisko darbu veikšanai, ķīmijas kabinets, kurš ir aprīkots ar mūsdienīgu tehniku, pateicoties A/S „Grindeks” piešķirtiem grantiem, bioloģijas kabinets, matemātikas kabinets ar 15 darba vietām, aprīkotām ar datoriem;
- 2009.gadā vēl 4 dabaszinību un matemātikas kabineti tiks pārkārtoti un aprīkoti ar ES fonda atbalstu;
- grūtības ar mūzikas un vizuālās mākslas kabinetu pārkārtošanu un aprīkošanu atbilstoši jauno standartu prasībām, jo jaunie standarti tika ieviesti valstī bez pastāvošās materiālās bāzes iepriekšējās apzināšanas;
- cilvēku resursi: visu priekšmetu skolotāji ir sagatavoti darbam pēc jauniem standartiem, izgājuši tālākizglītības kursus, visiem ir atbilstoša izglītība un pieredze darbā vidusskolas posmā;
- grūtības: ne visiem skolotājiem ir pietiekošs latviešu valodas zināšanu līmenis, lai pasniegtu priekšmetu valsts valodā vidusskolā, bet pēc likuma prasībām 40% no kopējā stundu skaita tomēr var būt mācīti mazākumtautību valodā.

Secinājums: skolai ir nepieciešamie resursi, lai izveidotu dažus izglītības programmu variantus, tajā skaitā vispārizglītojošā virziena un matemātikas, dabaszinību un tehnikas virziena (pat 2-3 apakšvariantus).

2. Mācību stundu plānu izstrādāšana – visu iesaistīto pušu viedokļu apzināšana.

- 4 skolotāju darba grupas, ar visiem vidusskolā strādājošiem skolotājiem, izvirza savu mācību plāna vīziju katram virzienam;
- Skolas parlamenta grupas (10.-12.klašu skolēni) piedāvā savus priekšlikumus mācību plāniem (neatkarīgi no skolotājiem);
- Direktora vietnieki izglītības jomā iztaujā 10.-12.klašu skolēnus par esošajiem mācību plāniem.
- 9.klašu skolēnu vecāku darba grupas piedāvā savus priekšlikumus mācību plāniem.
- Pēc vecāku priekšlikuma izveidotās 9.klašu skolēnu (pēc skolēnu vēlēšanās) darba grupas izstrādā savu mācību plāna vīziju.
- Skolas metodiskā padome apkopo visus priekšlikumus un piedāvā 2 mācību programmu virzieniem 4 variantus: vispārizglītojošais virziens, matemātikas, dabaszinību un tehnikas virziena 3 varianti – fizika un informātika, ķīmija un bioloģija, tehnika un lingvistika.
- Stundu mācību plānu projekti tiek iesniegti katram skolēnam apspriešanai ģimenēs.
- Notiek 9.klašu vecāku kopsapulce, kur vecāki uzdod jautājumus par neskaidrībām, precizē informāciju, piedāvā vēl kādas būtiskas izmaiņas un paziņo par skolēnu mācību programmu izvēlēm.
- Skola gatavo dokumentus licencēšanai.

3. Motivācija.

- motivācijai nepieciešama iespēja paust savu viedokli, lai varētu savlaicīgi izrunāt visus problemātiskos jautājumus, tas attiecas gan uz skolēniem, gan uz skolotājiem.
- Ja skolēns var izteikties par savu mācību plānu, ja viņa vecāki var piedalīties pasākumā, kas saistīts ar bērna nākotni, ja ģimenē notiek skolas plānu apspriešana – skolēns ir motivēts mācīties apzinīgi, apgūt tieši tos priekšmetus, par kuriem viņš izteicās.
- Skolotāja motivācija saistīta ar iespēju izteikt savu viedokli par skolas attīstību.
- Skolotāju motivācija ir saistīta ar nākamo slodzi: cik daudz stundu būs nākamajā mācību gadā, vai priekšmets vispār tiks iekļauts stundu plānā, cik daudz stundu tam būs plānā. Mācību plāna apspriešanas laikā izskan arī skolēnu viedoklis par garlaicīgām stundām, par skolotāja dažreiz negribēšanu palīdzēt skolēnam radoša darba izstrādāšanā, par zemu skolēna cieņu, kas, savukārt, sekmē darba algas samazinājumu atsevišķiem skolotājiem.



Ivars Šķinčs

**Daugavpils 17. vidusskolas direktors,
skolas atbalsta komanda - Jeļena Kaļiņina, Marina Pučka**

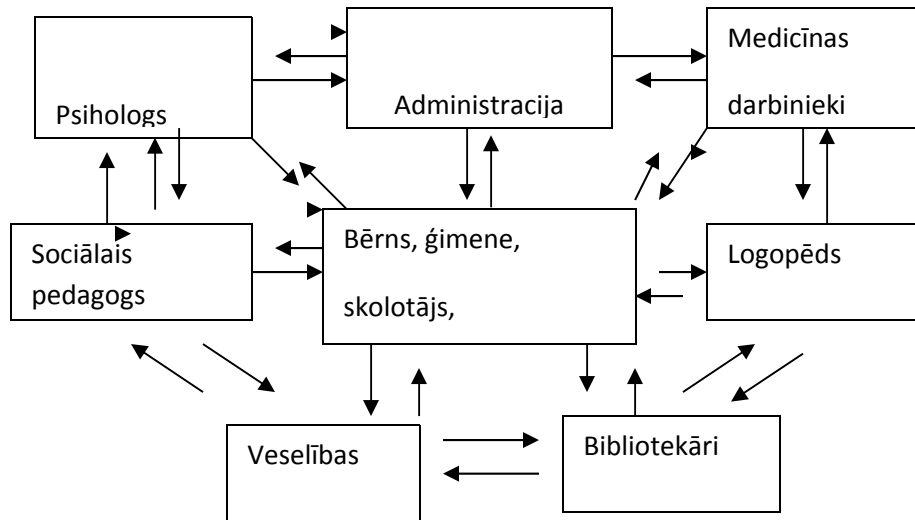
Komandas darbs skolvadībā

Mūsu projekts „**Skolas menedžmenta attīstība Baltijas reģionā**” ir domāts atbalsta personāla komandas darbības aprobētas metodes popularizēšanai, skolvadības un atbalsta grupas sadarbības kvalifikācijas paaugstināšanai, kuras rezultātā tiks maksimāli sasniegti izglītības mērķi. Tas var veicināt mācību un audzināšanas darba rezultātu paaugstināšanu, kā arī administrācijas un atbalsta personāla sadarbības jomā maksimāla rezultāta sasniegšanai izglītības procesā. Projekta darbība apvieno Baltijas reģionālo komandu, kuras sastāvs ir šāds: skolas vadības pētnieki un praktiķi, kuri var izmantot starpprofesionāļu dažādās zināšanas un prasmes.

Projekta pilnais apraksts:

Skolvadības sekmīgai darbībai ir nepieciešamās daudzas prasmes un iemaņas. Tāpēc Baltijas organizācijas cenšas attīstīt jaunas kvalifikācijas paaugstināšanas apmācības programmas, lai mācības materiāli būtu novatoriski, vērtīgi, pievilcīgi. Mūsu projekta īstenošanai tika aktivizēta atbalsta grupas darbība, kura tika virzīta situācijas skolā analizēšana. Komanda risina problēmas un uzdevumus, cenšas veicināt skolas jaunu un kvalitatīvu attīstības līmeni. Atbalsta grupa reaģē uz mainīgo situāciju valstī un pasaulē. Grupas komandā darbojas cilvēki kuri prot analizēt situāciju un atrast problēmu risināšanas ceļus. Tā rezultātā tiek sniegta profesionāla palīdzība krīzes situācijas atrisināšanā un tas profilakse.

Projekta veiksmīgai darbībai, katrai partnerorganizācijai jāizveido starpprofesionālu komanda (grupa): koordinātors, speciālisti. Speciālistu grupā iekļauti: skolas direktors (dir. vietnieks) psihologs, soc. pedagogs, skolas veselības speciālists, medmāsa, logopēde, skolas bibliotekāre.



Projekta grupas darbības mērķi:

- Veikt mērķtiecīgu pedagoģiskās, sociālās, medicīnas un psiholoģiskās izpētes darba koordinēšanu;
- Sekmēt izglītojamo ar mācīšanās grūtībām un citām speciālām vajadzībām integrēšanu izglītības procesā;
- Veicināt vecāku (aizbildņu) līdzdalību un sadarbību izglītojamā ar mācīšanās grūtībām iekļaušanos izglītības procesā

Projekta grupas uzdevumi:

- Veidot Baltijas speciālistu komandas, kuras varētu izanalizēt abpusēju darba pieredzi izglītības jomā.
- Sekmēt izglītības līmeņa paaugstināšanu atbilstoši mūsdienu prasībām.
- Novadīt reālās pieredzes apmaiņas tikšanas .
- Sagatavot savas interesantākās pieredzes prezentāciju.
- Izplatīt darbu internettīklā un prezentēt materiālus.
- Identificēt kopējus galvenos jautājumus medicīnas, psiholoģijas, sociālajā sfērā.
- Veicināt sadarbību Baltijas pētījumu izglītības līderības un vadības nozarē.
- Atbalsta grupas līderu darba organizēšana zināšanu pilnveidošanai un pieredzes apmaiņai Baltijas reģionu starpā.
- Tēmu izstrādāšana Vecāku skolai.

Sagaidāmie rezultāti:

- Izveidota darba grupa, kua nodarbosies ar darba plānošanu.

- Nepieciešamu datu vākšanas instrumentu izstrāde (skolēnu testi, skolēnu apmierinātības aptauja, instrukcijas skolotājiem).
- Izstrādātas rekomendācijas
- Organizēti pasākumi
- Konsultēti pedagogi
- Konsultēti skolēni



**Jevgēnijs Timošenko,
Daugavpils Krievu vidusskolas-liceja direktors**

Article „Good practice”

Team creation and team work

1. Team creation and team work in the Daugavpils Russian Secondary School - Lyceum. Work responsibilities distribution.

Daugavpils Russian Secondary School - Lyceum is founded by the Daugavpils City Council and it is a general educational establishment that belongs to the Education Department and realizes basic and secondary education programmes.

The educational establishment was founded in year 1920. The school has changed a variety of names. On the basis of the Secondary School No.2 the Daugavpils Russian Gymnasium was established in year 1993. In year 2002 the establishment has got a new name – Russian Secondary School – Lyceum. Mr Jevgenijs Timoshenko is working as a school principal there since 1987, 23th of August.

There are 645 students at the moment, 39% - primary school, 39% - basic school, 22% - secondary school. There are 56 teachers.

An advantageous educational, upbringing, legal environment, where a concrete personality is developing, is created within the Lyceum. An advantageous microclimate within the Lyceum promotes students' and teachers' collegiate, full of respect relations development.

Lyceum has got own priorities:

1. Lyceum students have got subjects marks that are not lower than 7 points;
2. Lyceum students' participation in research work, competitions, Olympiads;
3. a stable teachers' staff, all teachers are experts who without a break develop their qualification, they use newer pedagogic technologies within a lesson;
4. a favourable and friendly environment;
5. modern IT use within the educational process.

Lyceum main tasks:

1. to provide a qualitative secondary education acquisition for students;

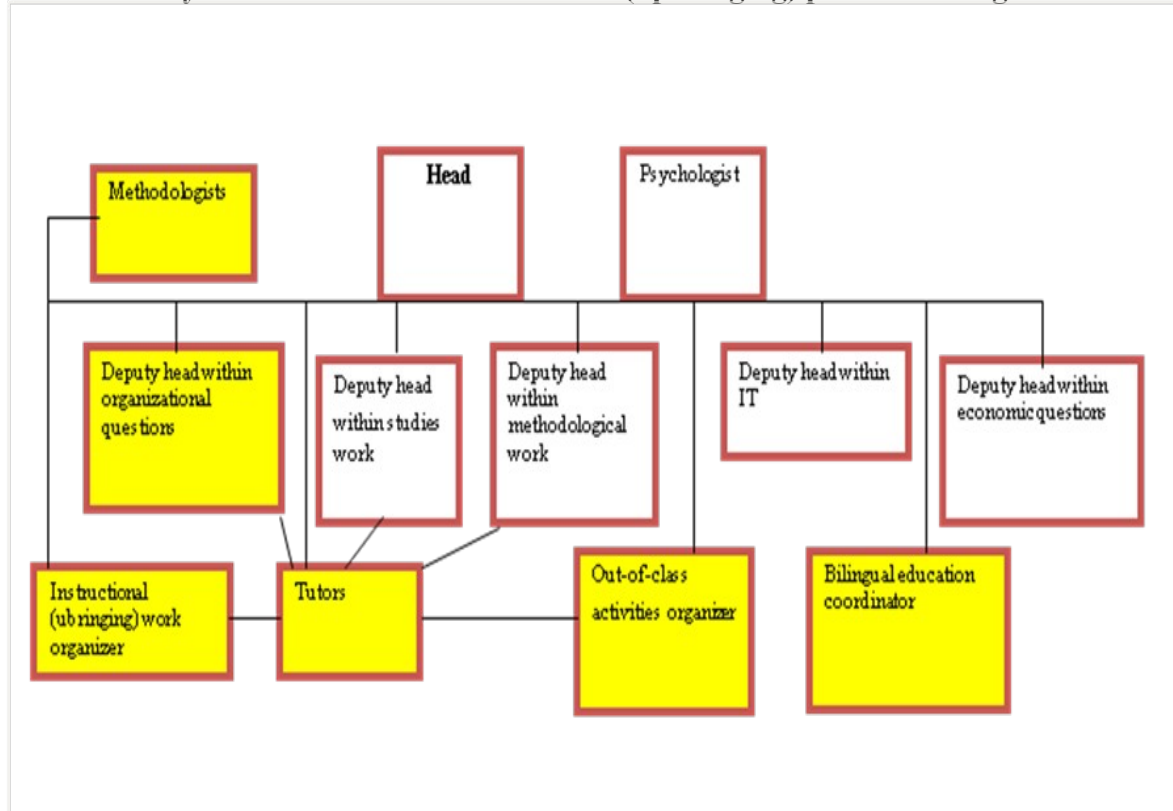
2. to promote students' integration into Latvian society, simultaneously finding out and saving Russian national culture and traditions.

In order to achieve promoted aims it is necessary constantly to perform students' and teachers' support and in time to check studies and instructional (upbringing) process.

Each school manager tries to create an effective teachers' team where members are active, responsible, with high work skills.

The Lyceum has got own management structure.

Russian Lyceum studies and instructional (upbringing) process management structure



Each team participant has definite responsibilities and responsibility fields about all school main work directions, they are not duplicated.

The head proficiently plans, organizes and leads Lyceum work, delegates duties and checks its performance, introduces necessary changes according to the worked out strategy, he is able to project, his influence on a common work is positive. The head promotes a creative cooperation environment within the school and supports innovations.

Head deputies main work directions:

1. within studies work:

- students' knowledge quality analysis and improvement;
- education programmes implementation supervision;

- school „Talanted Kids” work organization and management;
- project work coordination.

2. within organizational questions:

- daily educational process organization in the Lyceum;
- normative acts implementation, supervision;
- students’ regulations and work regulations implementation control;
- library, school newspaper and technical aids Centre work coordination.

3. within methodological work:

- methodological provision of state education standards implementation;
- teaching quality systematic supervision;
- methodological commissions work coordination;
- planning and management of methodological and advisory council work;
- actual teaching methods introduction into the studies process;
- seminars organization for the Lyceum work experience popularization.

4. within IT:

- computers engineering and Lyceum network keeping in order;
- modern IT introduction into studies and instructional (upbringing) processes;
- data base, computer programmes, programmes for interactive board working out and aprobatation;
- Lyceum teachers’ further education work with computer engineering and software.

Each school has got methodological commissions principals. In the Lyceum they are educational methodologists who plan and lead methodological commissions work, visit lessons, give methodological help, promote teachers’ experience exchange.

There are not only MC sessions but also MC meetings that happen twice a month. It allows operatively to discuss methodological and another questions, in time to present for teachers modern studies technologies, to coordinate teachers’ work within a variety of age stages, to analyse work results, to improve teachers’ professional level.

There is an advisory council within the school, where methodologists are introduced about newer education tendencies during meetings, newer studies technologies, interactive studies methods. Advisory council meetings occur every week.

There are have been no form teachers, but flow tutors since 1993. One flow consists of 2 classes. Tutors have a definite 40 lessons work week. Tutors have got not any lessons, only a class lesson.

Tutors' main work directions:

- instructional (upbringing) and studies work management within a flow;
- every kid's individual growth promotion;
- class lessons programmes implementation;
- cooperation „teacher - student - parents” provision.

There is an instructional (upbringing) work organizer in the Lyceum who purposefully works and solves upbringing questions, and out-of-class activities organizer who organizes activities and coordinates non-formal and informal education programmes implementation.

Instructional (upbringing) work organizer main work directions:

- instructional (upbringing) work programmes realization;
- Russian culture and folk traditions protection;
- methodological help provision for flow tutors about instructional (upbringing) forms, methods choice;
- students' council work coordination.

There is a support staff in the school – psychologist, speech therapist, nurse, health and safety specialist. The support staff work is included into a common Lyceum work plan and flow tutors' work plans. The support staff participates in pedagogic council sessions, advisory council sessions, parents' meetings.

Teachers' amount of work is optimal (more than 24 lessons within a week), that provides qualitative responsibilities implementation. From the 1st form subjects are taught by subject teachers in the Lyceum. Latvian, English, Russian languages teachers always work within one or two parallels. It promotes teachers' work efficiency development (allows for teachers maximum to take into consideration students' age peculiarities, to improve educational material presentation, thereby to improve students' knowledge level and to develop own professional level).

The Lyceum has own approach for a school development planning. Main tasks create a school strategy. They are not changed during fifteen years.

5 main traditional work areas are defined: studies work, methodological work, bilingual education, instructional (upbringing) work, material technical provision. Students, parents, teachers and administration are included into the planning process.

The Lyceum staff is a united team, where every team participant knows and understands promoted aims.

2. Teaching and learning process correction. Students' and teachers' support.

In year 2009, the 1st of September only 57 teachers have been working in the Russian Lyceum, 57 teachers had main work. 23 teachers have Master degree, 4 are State Education Content Centre (SECC) supernumerary methodologists, 4 are multipliers, 1 teacher is studying a doctoral programme, 1 is studying a master programme. There are teachers with a rich experience in the Lyceum - 96% teachers have length of service that

is more than 10 years. Teachers regularly improve their professional mastery. In school years 2008 - 2009 – 21 teachers (37%) have visited in - service training courses and have got certificates.

Within Lyceum studies foundation there is a developmental studies methodology that is based on a kid's development zone. It means that every age stage has got its special development zone and its special main activity, and teachers should help to develop their students' learning activity (forms 1 – 4), creative research activity (forms 5 – 7), self – control and evaluation activity (forms 8 – 9) and students' learning independence (forms 10 – 11). This system allows to implement teachers' learning education process succession: learning aims, content, methods use succession.

Teachers successfully use different modern teaching methods that promote students' gnostic activity: problems solution, critical thinking methods, thought approach. Teachers work out worksheets, prepare materials, they take into consideration students' interests, knowledge level, potential abilities.

There is a learning dialog within the studies foundation that includes all students in a studies discussion, stimulate them to express opinions, to analyse and to make conclusions, to explain thoughts, to listen to classmates' opinions. Teachers listen to and take into consideration all students' hypotheses, opinions, skillfully make a dialog according to students' answers. Teachers always support students and help to solve problems within the learning process both in a students' group work and during the individual work period.

Lyceum studies content implementation corresponds to actual events, there is a connection to a real life. A modern equipment of the Lyceum physics, chemistry, biology, maths rooms allows to introduce students into varied practical activity.

All teachers have IT skills. Teachers use computers, multimedia overhead projectors, interactive boards in order to improve lessons efficiency. Teachers use IT studies materials for lessons preparation, tests dates analysis. Methodologists observe newer technologies introduction into the studies process. They regularly visit lessons, make together with a teacher a lesson analysis.

There is a learning achievements analysis data base in the Lyceum. Students' achievements dynamics is researched in each subject, also learning achievements overview is analysed. A lot of indicators are analysed in a couple of years. A comparative analysis is made on the city and state scales. There is an electronic data base about students' participation in Olympiads and competitions that helps to project and to analyse results.

There is own learning achievements development data base for each class and students, it is added regularly. Students' results analysis helps for kids, teachers and Lyceum administration to analyse learning achievements and to plan further work. Flow tutors and subjects teachers use it for work with students' parents. Learning achievements are analysed during pedagogic council meetings, school administration, MC meetings, by school council, parents' meetings and class lessons.

Students know that their work is positively evaluated and supported. Students are creative, active within the learning process, they are able to plan, to organize own work. All teachers, who have visited the Lyceum exchange seminars, confirm that students during lessons are motivated, active, creative, their opinions explanation is well – grounded.

All classes students successfully have acquired different cooperation forms within lessons: can work in groups, in pairs, to discuss and to participate in different interactive work forms, to help each other to solve learning

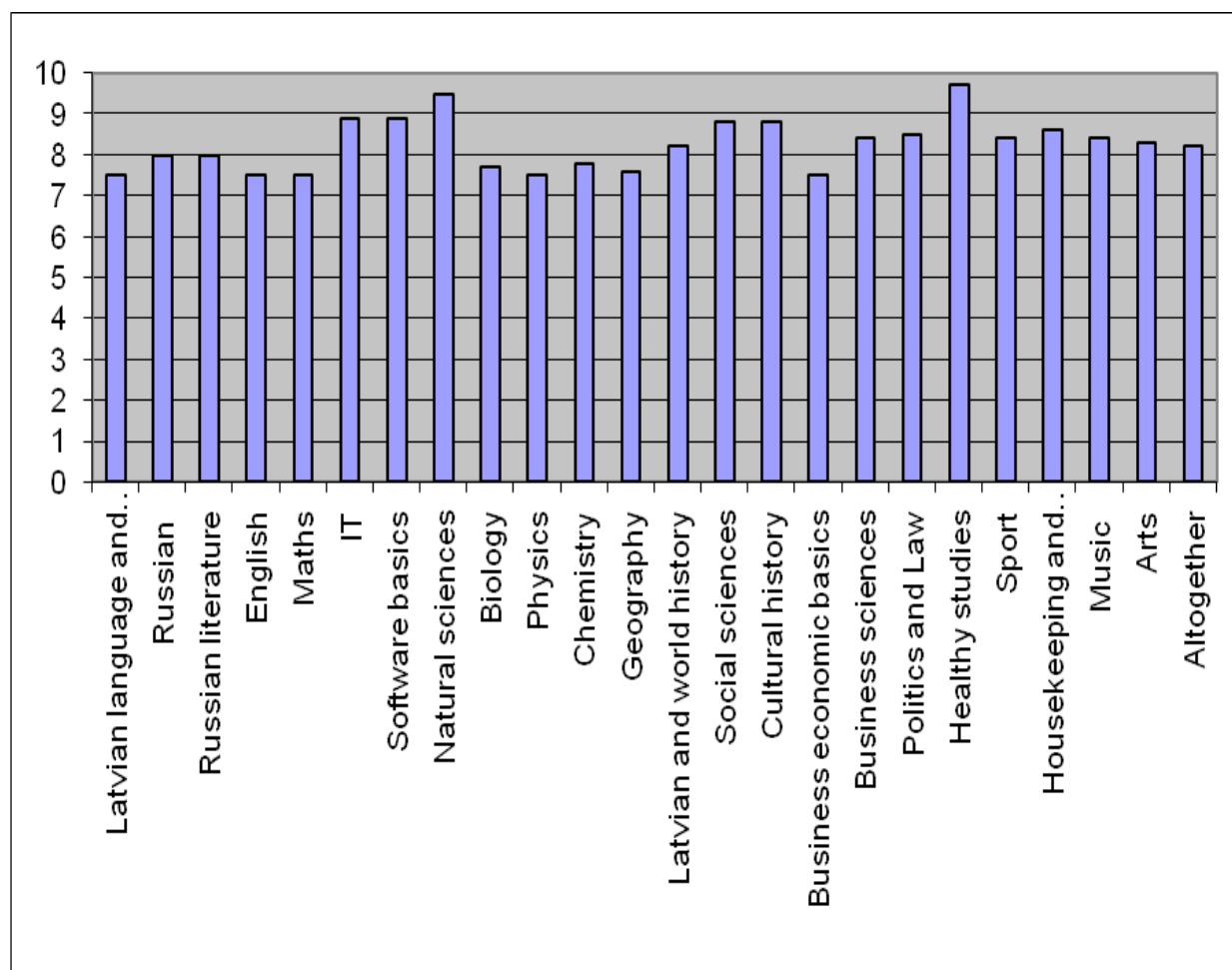
problems. Students have well developed social skills, they are friendly, open and have a positive mood towards a common work.

It can be concluded that achievements are stable and high during long period of time. The Lyceum students successfully acquire education programmes. Average mark in school years 2009 – 2010, the 1st semester is 8,1. A positive dynamics is remarkable.

Students' learning achievements

The 1st semester, years 2009 – 2010

Average point



International students' evaluation programmes research results confirm also high students' knowledge levels. Students' achievements in: reading, maths and natural sciences were evaluated there. Russian Lyceum students' are the Second within Latvian schools environment.

There is a certain order registration in students' achievements of state tests – forms 3, 6, 9, 10 – 12. High studies achievements in state tests prove high Lyceum students' knowledge level and high teaching level.

The Lyceum is one from the best educational establishments in Latvia according to centralized exams results.

School years	Centralized exam in Latvian language (form 9)		Centralized exams (form 12)	
	levels			
	ABC (%)	AB (%)	ABC (%)	AB (%)
2005 - 2006	91	46	99	91
2006 - 2007	100	68	97	78
2007 - 2008	98	60	99	77
2008 - 2009	90	56	100	76

Latvia school rating according to state exams results:

Talented

students' needs are studied in the Lyceum. There is a system for work with talented students – the school „*Talented kids*”. It foresees definite time, content, stimulation order and resources use for successful students' support.

Aims of the school „Talented Kids”:

1. optimal environment creation for talented kids' support, learning, development;
2. talented Lyceum students' potencial skills realization.

Work directions: developmental, pedagogic, coordinated, informative, stimulated.

The school promotes talented students' participation in competitions, Olympiads, research work competitions and different projects. Lyceum students are in the international project: „*Intercultural trip*” now (COMENIUS programme). Lyceum students take successfully participation in international, state and city competitions: in the international competition „*Russian small bear*” has got the 1st and the 2nd places in Latgale district; competition: „*Tatjana's Day*” three 2nd places and three 3th places; competition: „*Central and East Europe state history ages*” – the Lyceum team becomes the best within the 10 teams in the state. V.Korzhenevskis (Form 5) was one from ninety winners in the competition „*Latvia. Next 90.*”

There is a scientific conference each year in October, where students present their works. All interested can be acquainted with students research works, that are available in the school library.

There is an electronic data base about students' participation in Olympiads and competitions.

Teachers, students and their parents cooperate hardly in order to provide students' growth. Teachers take into consideration talented students' needs during teaching work planning. Work with talented students is discussed during school administration sessions, methodological commissions meetings, pedagogic council sessions.

Other students, Lyceum employees, parents are informed about talented Lyceum students' achievements within learning and out-of-class activities work. Information about their achievements is placed on information panel, Lyceum newspaper, home page. The best students are awarded during the activity „The best Lyceum student” at the end of the year, during activities organized by Daugavpils City Council, Daugavpils City Education department and Friendly Call Fund.

The Russian Lyceum has got 10 times the state highest award within the education field – friendly Call Award.

Friendly Call Award
(Republic City Schools)

2000	2000	2002	2003	2004	2005	2006	2007	2008	2009
6 th place	1 st place	1 st place	1 st place	1 st place	1 st place	2 nd place	2 nd place	3 rd place	2 nd place

In school years 2007 – 2008 – Russian Lyceum has received the appreciation from the Latvian State President Secretariat about Lyceum teachers’ and students’ excellent achievements in subjects national Olympiads.

In year 2009 - 17 (30%) Lyceum teachers have got honour papers from Daugavpils City Education Department about students’ preparation achievements within state subjects Olympiads, about students’ preparation achievements for state and district competitions, about students’ preparation achievements for state research works competition; nominations: „Year Teacher”, „Year Form Teacher”. The deputy head within methodological work Natalja Kovilina is awarded with the Latvian State President Award about honest and talented work and efforts within Russian language and literature teaching. 4 Russian language and literature teachers are awarded with the diploma „The best Russian language teacher in Latvia”.

Since year 2003 there is a yearly ceremonial activity „Year teacher” where teachers are awarded according to 7 nominations. In school years 2009 - 2010 – diplomas are given to 26 teachers (46%).

There are conscious students in the school who have difficulties with the studies and who have lessons absences through sickness (there are no unjustified lessons absences). In school years 2007 - 2008 all students were successful. There is a systematic work with students who have average mark lower than 6 points. The electronic data base is created and used.

Teachers foresee studies work individualization. All students and students’ parents are acquainted with consultations timetable. During consultations students can get subjects teachers help.

The support staff provides help and support for students with studies difficulties. During school year the psychologist studies students who have a reduced study motivation, provides individual support for students, motivates to achieve better results, helps to be more successful in the learning process. Questions about learning and active collaboration meaning within the learning process are discussed during class lessons or individually.

3. Students’ support

The Lyceum plans and implements school image formation, promotes students’ parents’ and school employees’ pride about belonging to this school. The Lyceum facilitates and promotes a positive cooperation among students, their families, graduates and school employees.

School administration, tutors, teachers, support staff work a lot in order to provide cooperation among the school and students’ parents. The school administration considers that a very essential role for school work improvement is parents’ and students’ initiative. The school administration organizes students’ and parents’ questionnaires every year. Questionnaires results are summed up and necessary improvements are made.

The Lyceum cares for personality’s psychic health, creates psychological comfortable environment. The psychologist provides support for students who have studies difficulties and needs correction within

personality's communication creation. The psychologist consults students, parents (guardians) and teachers according to their requests or according to diagnostic researches results. In cooperation with tutors, speech therapists and subject teachers, the psychologist is involved into students' needs research, problematic situations analysis and solution, provides support within the studies process, mutual communication correction, personality growth. The psychologist makes different researches that are connected with homework size, day regime, computer dependence, reading skills, participates in parents' meetings.

Particular attention is paid for adaptation of 1 – 5 forms students. Adaptation difficulties diagnostic includes studies motivation, functional state and emotional sphere, skills to work with easy tasks, attention level is made every school year from October to December. Diagnostic results are analysed during administration sessions and small pedagogic sessions, also further psychological and pedagogic work directions are worked out.

The Lyceum provides help for students who have changed a class or a school. A flow tutor, teachers and a school psychologist help new students to be integrated into school and class life.

If a student has studies difficulties and needs teacher's or psychologist's help, parents are informed within an individual conversation.

There is a definite order for parents information about school activity. There are varied communication forms: students' diaries, learning achievements extracts, letters, individual talks, telephone talks, also information panel, Lyceum homepage and Lyceum newspaper „We ourselves about us”. Parents have a possibility to meet tutors, teachers, school administration or support staff. Tutors regularly provide for parents information about students' achievements behavior and students' growth. Information for parents is concrete and considerable. It helps for parents to enter their kid's learning process improvement. Flow tutors regularly meet parents, inform not only about problematic situations at school but also search together for solutions.

Flow tutors organize parents' meetings not rarely than 3 times in a year, individual meetings. Parents are informed about learning achievements in a school, homework system, tests and exams process order, students' achievements in Olympiads and competitions, out-of-class activities.

Before a student enters this school, parents are introduced about Lyceum regulations, other school documentation, take part in conversation with a deputy head in order to provide mutual further cooperation.

The Lyceum administration offers for every parent a possibility to give proposals for the Lyceum work improvement. Parents' suggestions are taken into consideration. There is a parents' commission in each flow. Parents can give their suggestions and proposals for school work improvement using phones or personally. In case parents say their opinions during parents meetings or individual conversations, a tutor informs the school administration about parents' suggestions. Lyceum students also can say their opinions to school administration.

The upbringing Lyceum programme consists of students' knowledge, skills and relations creation and development promotion. Class lessons themes are connected with healthy lifestyle popularization, dependence prevention, behavior and communication culture, moral values culture, moral values creation, career choice, civil, patriotic upbringing that allows for students to develop positive relations, to strengthen positive values system. Varied methods are used within class lessons, cooperation with school support staff is provided. Students' self-evaluation skills are developed within class lessons. From form 1 to form 12 students create portfolio, analyse their growth dynamics. Students are taught to understand their problems and to find an individual way for knowledge improvement.

Career education programme is worked out in the Lyceum for forms 1 - 12. The aim of the career education programme is to promote students' understanding about education meaning within human's life and to promote purposeful career choice, to acquire high education.

Topics which are connected with career choice are included into class lessons. Tutors of forms 8 - 12 use ESF (Europe Social Fund). Tutors cooperate with a school psychologist, support students' interests and studies needs.

There are career choice activities during school – meetings with higher education establishments, career choice centre representatives, school graduates. School support students' participation in career choice activities of another establishments: „Shadow Day”, „Science Festival”, open doors day, exhibition „School 2010”. There is information about different jobs and career choice possibilities in a psychologist room, on the information panel. There is an exhibition career choice in the school library.

Tutors and the psychologist make surveys of 8 – 12 forms students, evaluate students skills and abilities, provide individual consultations for students' and their parents about career choice questions.

There is information about graduates' further education in the Lyceum. Almost all graduates continue their education at Latvian higher educational establishments: *Latvian University, Riga Technical University, Latvian Medicine University, Daugavpils University* and state higher educational establishments.

years	2004	2005	2006	2007	2008	2009
entering universities	42 (100 %)	43 (96%)	28 (100%)	27 (100%)	46 (98%)	24 (96%)
working	0	2 (4%)	0	0	1 (2%)	1 (4%)

The informative base about school graduates is worked out and regularly added (about studies, work, civil status). Graduates meetings occur every year.

Within the framework of career education programme for forms 10 – 12 a meeting with graduates, who continue studies at higher educational establishments, is organised every year. Graduates provide information about entering requirements, studies possibilities, programmes advantages, career possibilities, students' life peculiarities, answer questions.

Traditional out-of-class activities promote patriotic, civil, moral upbringing, students' social acquirements are improved. It strengthens connection between young and old generations, unites all school staff. Students, tutors, non-formal and informal education programmes teachers, administration, parents, technical employees take participation in the Lyceum activities preparation. Parents of the primary students participate more active in sport activities, excursions.

Non-formal and informal education programmes develop students' versatile personality. Students find out about Russian folk traditions, contribute for Latvian culture traditions development. The non-formal and informal education programme promotes each student's intellectual, creative potential, physical preparation development. Non-formal and informal education lessons time is planned according to students' needs and school possibilities.

The Lyceum students have a possibility actively to participate in a school life, namely in the students' council (forms 8 – 12). The school council cooperates with Daugavpils city students' council.

Activities made by the Lyceum school council: „*Talents Show*”, „*Russian Matrjoshka*”, „*Dobri molodci*” (*Good Boys*), „*Singing Quitar*”, „*St. Valentine's Evening*”, „*Tatjana's Day*”, tourism meeting. There is a cooperation „*Year Lyceum Student*”.

There are correspondent activities for primary and basic school students: „*Mother, Father and Me - a sport Family*”, „*Name Day Celebration*”, „*Music Festival*” for primary school graduates.

There has been a newspaper „*We ourselves about us*” since 1992. There are materials about the Lyceum life activities, interviews with students, teachers, Lyceum creative work etc. in the newspaper. The Lyceum graduates regularly publish articles (interviews, letters) that motivate students for studies and purposeful planning of further life.

The key of the Russian Secondary School - Lyceum achievements is a disciplined and thought – out studies and upbringing work organisation. It consists of professional teachers' work, modern teaching methods use, positive learning environment, corresponding teaching aids choice and use. This system gives good results. School experience provokes interest. The Lyceum is visited by Latvian and foreign colleagues.