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AHTME KOOL



Ahtme Kool
Õpetajate 3, Kohtla-Järve, Ida-Virumaa, 31021, Estonia

 AHTME
KOOL

55



ANNIVERSARY ISSUE

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Dear friends!

In September 2019, Ahtme school celebrates its 55th birthday, and we are pleased to invite you to join our special occasion.

Studying at school is not easy, it is work and experience that help children to grow up. And among adults, there are such special people who become teachers. What does it mean to work at school? This is not just working activities, it is labour that creates our future. We cannot predict it, but we try to teach our students how to cope with adulthood and thereby build a future in which we all would like to live.

How do we want to support students in our school? Of course, we want them to become happy and optimistic. We want them to set goals and achieve them; that despite possible failures, their life would be meaningful and effective; that patient and helpful people would live next to them; that they could notice the simplest human joys: the sun, morning, a school bell, a friendly smile, the warmth of a child's palm and many, many beautiful things that every day in our home school gives us.

I would like to wish the same to all the team members at Ahtme School: happiness and optimism; the ability to set goals and achieve the desired; to notice and appreciate the strengths of colleagues, to be able to give a helping hand and remember that every day in our school is a new opportunity, a step to a new success.

Happy birthday, school!
Happy celebration, friends!
Yours sincerely,
Jelena Ditjatkina.



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One day at school

The most unusual math lesson.

On a warm spring sunny day, my children and I had a great idea: to have a math lesson in the school yard, in the fresh air. We decided: today our lesson would be unusual. We spend it outdoors. And without pens and notebooks - only colored crayons. Joy of children knew no bounds!

It was a great opportunity for students to develop the ability to notice the beautiful and unusual world around them.

Joyful and inspired, we went to the schoolyard for a math lesson. For counting and compiling tasks there was a huge amount of material: flowers, trees, bushes of lilacs and - birds: rooks and starlings!

Children counted all the trees on the school yard; added some types of trees to others; competed, who managed to see more birds. All birdhouses around the school got counted and we found out how many bird families settled there. The students were pleased to draw geometric shapes in chalk and sign them. Compiled examples of addition and subtraction, using objects seen in the courtyard of the school. The children really enjoyed drawing up the terms of the tasks based on what they saw around.

Within 45 minutes, all the children were in a good mood. Fresh air significantly influenced the increase in children's concentration in calculations. They counted faster and easier than in class.

When the bell rang, the children were surprised: why is the lesson so short? But it was a regular, 45-minute lesson. It just flew by unnoticed.

We put the school tracks in order and agreed that someday we will certainly conduct a Russian language lesson in nature with chalk in our hands. How many beautiful sentences can be made!
Throughout the school day, children enthusiastically recalled a math lesson conducted outside the classroom.

Galina Basova



Day of my pupils

The day of my students always begins with a morning circle, where we greet each other, discuss the daily routine, repeat the rules, days of the week, time of day, time of year, weather and each other's names. Then someone goes to a speech therapist for classes, someone is engaged in the classroom.

Our classes are organised mainly through games. We use role-playing games, describe pictures using graphic schemes, learn poetry using mnemonic tables, dance, do exercises, read, write, learn new things or repeat what we have already learned but forgotten.

Our lessons are held in a free style, we are not tied to desks, we easily move around the class depending on the activities and condition of the children. To motivate my pupils to study, I use reward methods. Children see the goal and begin to work with pleasure. The encouragement in our case can be a trampoline, games, a walk, a cartoon. These opportunities motivate the children to work in the classroom.

My students are very fond of theater, fairy tales, so in my lessons I often use fairy tales, the heroes of our stories come to life, speak in different voices and lead children into indescribable delight.

If the weather is nice, then we go outside, for this we have a playground. Depending on the school curriculum, we also visit Estonian museums, theaters, and various developmental programs. All this contributes to the socialization of children.

Jelena Pavlenko



Project in action

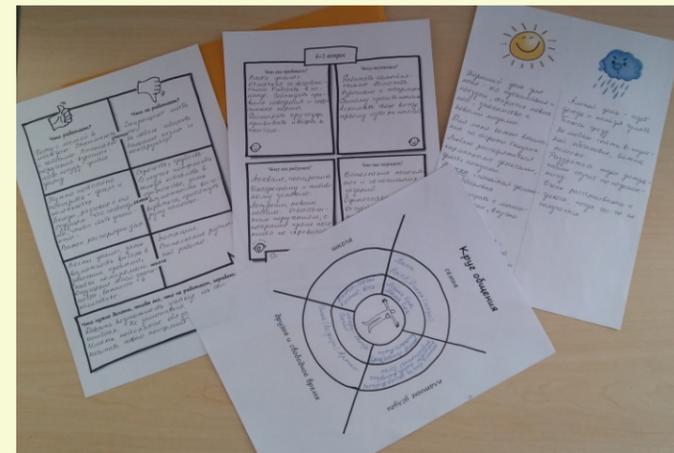
Person-centered-planning

"Teaching children is a necessary thing, you should understand that it's very useful for us to learn from the children ourselves."
M. Gorky

The experience gained during participation in the project inspired me to create a creative assignment for children with special needs. I was interested to understand how this task would be useful and effective for them. Each child with intellectual problems should be approached not from a position that he/she CAN'T, but from a position that he/she CAN, despite the disability. I believe that one of the ways children with developmental disabilities communicate is through play and creativity.



The purpose of this kind of testing is to help children cope with anxieties and feelings that hinder their adaptation and socialization in the school environment. These creative tasks contribute to the development of speech, the formation of mental processes (memory, attention, thinking), the development of fine motor-skills, the formation of adequate forms of behavior, and the removal of emotional discomfort..



Education for children with special needs is one of the main tasks of a teacher. It's important for me to understand how this test reflects the emotional state and mood of the child. Brief description of the test "Three windows in life - past, present and future". In each window, children describe their vision of life, what needs, skills, desires are important for them, how they develop at each stage of life.



Each student represented themselves in the present and future, talked about their anxieties, fears, experiences, as well as desires, feelings, emotions.

It was important for me to understand how this test is suitable specifically for my students, whether they are able to cope with it.



This test is suitable also for those who can not express their thoughts in words. With the help of drawings and symbols, the child expresses their thoughts, feelings, emotional state, and also reveals their creative abilities.

As experience shows, the use of this task arouses in children an interest in self-expression,

liberates, they begin to work more boldly, confidently, regardless of the degree of their abilities. Tasks of this type contribute to the consolidation of positive emotions, stimulate the desire to be engaged in creative activities.

In the end, I would like to add that the experience gained in the project "Person-Centered-Planning" helped diversify educational activities and focus on individual characteristics of children.

Kristina Sarri



Questions to former students

1. The most vivid memory from school life / What did you like most about the school?
2. If you were a teacher today, what would you recommend to other children?
3. What does school mean for you?
4. Wishes / congratulations to the school for the anniversary

Alina:

1. When I came to school as a small child
2. I would congratulate them on leaving school
3. It is important that children with various disabilities are taught at school
4. Prosperity and continuing to educate children. Here they can learn everything.

Tanel:

1. Teachers who always gave me good advice. For example, where to go further to study and gave good lessons.
2. It is necessary to study in order to achieve a good education.
3. A place to get an education.
4. I wish our school to become better than it is. I wish it not break!

Kirill:

1. Everything!
2. Study!
3. The educational institution in which students learn
4. To always remain as beautiful.

Ramon:

1. School renovation - a new school, new doors and new feelings. Very good teachers and students who helped me leave those bad memories that I had in my previous school.
2. Always be responsible for your actions. Learn more and monitor your behavior and manner of communication.
3. School is a family!
4. I wish you success, more students and a good school.

Ilja:

1. Projects in Greece and Cyprus. I have learned and saw a lot of interesting and new things. In general, I liked everything, but for example the most delicious food.
2. Good luck
3. School is home. Not the walls, but where the heart is!
4. I wish the school to remain as strong and let the teachers hold on.



Erika:

1. Trips to Valga with dance performances. I liked that we were not given a lot of homework and did not need to read compulsory literature in the summer.
2. To study well and not to forget to dream, everyone should have dreams, strive for them despite anything
3. School is a carefree time, fun and many friends.
4. Best wishes!

Nastja K.:

1. Acquaintance with classmates and a teacher, September 1, relay races and sweets, Construction of a new school and opening, Projects of the school, exams in 9th grade and graduation. Teachers, breaks, great food.
2. Listen carefully to the teacher, do not be distracted in the classroom. Show interest in learning. Do not be upset if something does not work out.
3. New knowledge, Good mood, Knowing yourself and working on yourself, Discipline, New friends and chat.
4. I would like to thank the teachers for the knowledge that they put into us, for their good attitude towards us, for their patience and understanding !!!

Aljona B.:

1. Trips and projects of the school. Caring attitude and attentiveness of teachers.
2. Take the place of the teacher.
3. School is a piece of memory of knowledge and teaching.
4. I wish the school to flourish more and that children understand teachers, and teachers understand children

Anton:

1. My most exciting adventures were class excursions. Physical education
2. Listen closely to the teacher
3. It gave me knowledge and skills
4. Lots of strength and capacity for further study

Signe:

1. The most exciting memory of the school is the dance parties in Valga. I liked spending time at school in a job training class and dancing after class
2. If I were a teacher, I would advise my students to be attentive and obedient both inside and outside of school.
3. School is the place where education is acquired, because it is education that is the most necessary in life.
4. Dear school, I wish you all the best and good luck !!!



One workday

Usual workday

My usual working day begins with my arrival at school at 7.55. On the ground floor in the dressing room, I meet with other teachers, greet everyone and go to my classroom. I have 15 minutes to prepare for the lesson, and then I meet my students.

Some of our children come from Narva, and meeting students with subsequent dressing up and changing shoes is quite an active and noisy process.

The first lesson is development of social skills - toilet, brushing teeth, washing hands, almost everyone needs help! In this lesson, practical exercises alternate with visual material and an endless repetition of the rules of behavior that form a safe environment in the classroom.



Our school is well equipped with modern IT equipment, which helps in the development of social skills of children. The second lesson - Motility - flows smoothly from the first lesson, children love it, and everyone has their favorite games and tasks. I never miss finger exercises and general warm-up. The next lesson - Communication - here I and the students come to the aid of pictograms and visual handouts.

Lunch - the way to the dining room does not always go smoothly, but today we arrived on time! Some children need help with meals, which is common for our students. Children eat for a long time, they like school food!

For our students, the game remains in first place, so I spend our last lesson - Development of cognitive skills - using various games, kinetic sand, natural materials, etc. After the lessons, I accompany the student to the dressing room and return to the children who will be at school until 14.00.

With them, if the weather is good and the children are in a mood for that, we go for a walk to the school yard, where I strongly encourage their independent activities.

At 13.45 I help the students to get dressed for going home. I have a little more than an hour left to work with necessary documents and prepare for tomorrow's lessons.

At 15.15 I leave the school.

This is how my usual day at school goes, and there are also unusual ones, but this is a completely different story

Irina Kuzmenkova

A word of a teacher....

What gave me a job at Ahtme school

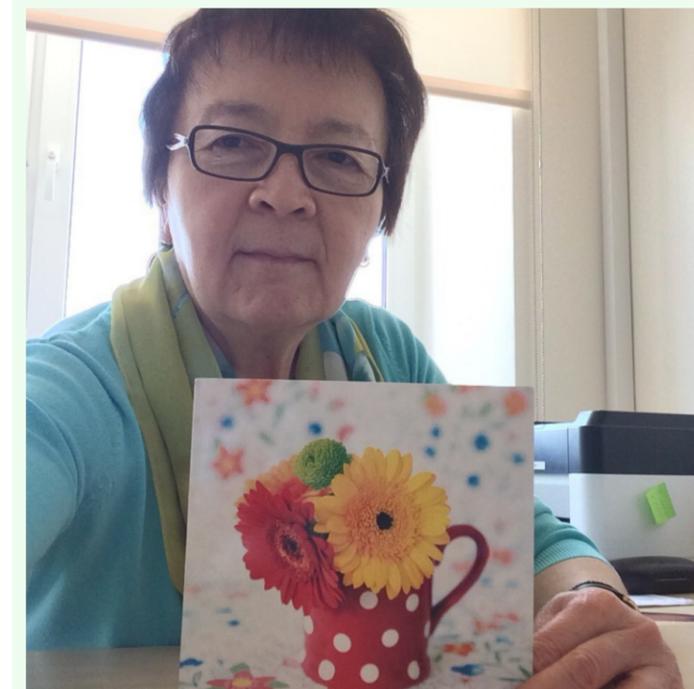
After a long break in teaching, I came to work at this school. Of course, at first there were a lot of fears about how relations with the team and with the students develop. But I was lucky: when there were difficulties in the process of work, in complicated situations with children, I could always find help from other teachers, the director of studies or the principal.

At this school, I again felt the taste of professional work as a teacher. A special role was played by the psychological climate in the teaching staff: seminars, projects, many trips and excursions - all this helped me to join the team and successfully overcome difficulties in work.

The children taught me to notice how successful my efforts are and gave me a chance to work with each of them individually.

I am completely satisfied with my work at our school, the process and results. I hope the future of our school will be also positive with my direct participation.

Niina Spezeva



I am a part of Ahtme School!!!



School and me



About the organization of extracurricular activities

Any activity aimed at broadening one's horizons enriches the child, activates cognitive abilities, provides an opportunity to acquire new knowledge in practice, gives the child more opportunities to express himself, to improve communication not only with each other, but also with adults.

In our school, a teacher can organize study trips, excursions, visits to museums and theaters for his students, i.e. plan your learning outside of school.



Pupils of our school went on various excursions: in the AHHA scientific and entertainment center, in the Tartu Toy Museum, in the center of the Ice Age, in the Estonian People's Museum, in the Estonian Police Museum, in Kohtla Mining Park, in the Alutaguse Adventure Park, in the Iizaku Museum, in Kauksi nature center, in the center of Kohtla-Järve Culture, in the Jõhvi Concert Hall.

A variety of entertainment, cultural, natural centers and museums offers educational programs for children of any age and level of development.



Training programs, which are offered in large numbers for children, can be found on the Internet. The teacher can connect the program with the school curriculum in any subject or subjects, adapt for his students and go on an exciting journey, and it is quite possible that the students will remember this school tour or trip as the main event of the school year.

Tatjana Nazarenko



Therapies



Visiting the sandy fairy

At our school there is a room of SAND THERAPY, where students are met by a small sand fairy, who sets the tone for the lesson. Children go to classes with pleasure, wait for them and actively interact with the sand.

Sand therapy is the accompaniment of a child (and an adult also) in his/her "journey of discovery", in recognizing themselves and their inner and outer world.

During sand therapy, fairy tales of our soul come to life, understanding and acceptance take place: the worlds of adults and children become open to each other. What happens to a child when he/she plays with the sand? Often children cannot express their feelings, fears, doubts, and here sand games come to help. Interacting with sand during games, the child receives the first experience of reflection (introspection), they learn to recognize and identify their sensations, and the fine motor skills of their hands develop. When a child tries to pronounce their feelings, the development of speech and thinking occurs. Observations of psychologists suggest that it is the first joint games of children in the sandbox that can clearly show parents the features of their child's behavior and development: does the baby become too aggressive or timid in communicating with peers? And this may become a reason for reflection on the system of education they have developed and on the development of the child.

In my activity I use drawing on light tables, methods of working with kinetic sand, technology for working with colored sand - applications and dynamic drawing. Working with sand, I came to the conclusion that this direction carries not only beauty, but also great psychotherapeutic, educational and health-saving opportunities. This is an increase in self-esteem, the development of a more positive self-concept, the creation of contact with one's feelings, understanding and acceptance of oneself, and many more options for both adults and children. In sand therapy, there are many still unsolved possibilities, both educational and correctional, both for the child and for the teacher. Working with the sandbox, we make amazing discoveries together, we learn from each other.

Marina Arhipova



Cooking lessons

The main task of our school is to prepare students for independent life. Life skills training plays a large role in the implementation of this task. These lessons create the most favorable conditions for the correction of difficulties which are met by children with disabilities.



At our lessons, the formation and correction of students' moral, labor, physical and aesthetic education takes place. Cooking is one of the profiles of life skills lessons. The aim of the program is to teach cooking skills at home, familiarize with the technology of cooking various dishes. Cooking classes are held in a special room with the necessary equipment for practical work.

In the process of learning, students get acquainted with the basics of food, equipment, utensils and dishes. Students acquire the skills of primary processing of products, learn to work with a knife when processing and cutting vegetables. Pupils master the methods of heat treatment in the preparation of various dishes. They learn how to make food and how to set a table. A lot of attention is paid to sanitary and hygienic requirements and safety regulations.



In the process of preparing meals for children aesthetic ideas are formed. Personality traits such as love to work, friendliness, independence, and the ability to work in a team are being developed.

Aleksandra Yanson

Therapies



Social development through music and games

In order for musical activity at school to effectively contribute not only to the acquisition of certain knowledge, but also to the social development of a child with special needs, in the lesson we use various opportunities for creative expression. Musical classes can contribute to the development of social skills through engaging in group work in the classroom:

- ✓ musical games (the child cannot be forced to be engaged, but can be attracted through the use of game elements in the lesson);
- ✓ study of a song with rhythmic accompaniment, movements or dances;
- ✓ movements to music (expressing the music heard through movements), song games and dances of other nations;
- ✓ instrumental ensembles (allow you to diversify musical activity);
- ✓ listening to music (analytical and emotional approach to the work). Children with special needs give preference to the musical pattern: they like to choose the right paint for the "heard", someone prefers to dance, there are those who choose any place in the class and close their eyes;
- ✓ imitation musical games (imitate "seen" or "heard")
- ✓ research in the theoretical field (musical material, leading questions that motivate children to find the answer);
- ✓ children give particular preference to a musical production, which is based on a story that interests children. Here you can connect various types of activities among themselves: singing, mobility, musical play, musical instruments. Children are always given the opportunity to improvise and create freely.



Performances at school events teach children to interact with each other (communicate), be active, provide an opportunity to apply their knowledge and abilities, and most importantly, help to increase their self-esteem. By participating in musical activity, the child receives positive emotions beneficial for his/her social development.

Irina Maljonkina

Clay-Therapy

Our school has a workshop on ceramics - this is a well-equipped room for classes in the manufacture of various ceramic products: from the start of molding, first firing, applying glaze to the final firing and receiving the finished product - the most long-awaited and always different, bright, interesting.

Clay as a material contains a lot of possibilities, it is soft and supple, it is well softened by water. It can be formed by hands, it can be wrinkled, thrown, interfere - again and again it will obey. It reacts sensitively, changes, and, despite this, still does not collapse, it remains clay, from which it can be molded.



The ability of clay to cause certain sensory sensations when working with it often serves as a bridge for children between sensations and feelings. Children who are angry when working with clay can in various ways give vent to their irritation. And those children who feel a sense of uncertainty and fear can gain a sense of control and self-control. The child enjoys using clay as an independent activity, but modeling can also be associated with genuine social activity. In the process of work, children often interact with each other at a new level, share their thoughts, thoughts, feelings, feelings.

In the classroom, we learn patience, perseverance, diligence, attentiveness, and even if everything does not always work out - it doesn't matter. The main thing is that the child is interested.

Irina Boltova



Teachers talk...

1. Do you have a favorite quote or aphorism about teachers that motivates you?

The main thing in learning is love. Whatever does the teacher first, the students will do later (proverb) I am trying to take that into account. What the teachers digest, the pupils eat. (Karl Kraus). "A teacher cannot just give! He/ she must receive something for themselves too" And also: "If you see something new, don't be afraid, but look for methods to overcome the obstacle."

2. What is one of your hidden talents?

To go home on time. Mercy. Nothing is hidden, everything is open. I create mandalas.

3. Perfect relaxation for a teacher

Good sleep. Travelling. Good weather, picturesque nature, positive emotions, vivid impressions, unforgettable sensations, a lot of positive emotions with loved ones - the perfect relaxation for a teacher! Loneliness for a few hours. Trekking, boating, outdoor sports, etc. Spring-cleaning.

4. What is a successful school day for you?

The day in the end of which I feel satisfaction. When a student looked into your eyes and smiled back. In the morning I create a comfortable, relaxed and creative atmosphere in the classroom, make the lessons more interesting and rich, help open those who can't do it on their own, celebrate even small achievements of my students. That makes me satisfied at the end of the day. It's a good day when the children at the lessons are not only listeners and performers, but also creators. That means they get creative development. The goal of the teacher is to enable children to develop creatively and experience the joy of discovery.

5. What would you wish for yourself?

Good health. Constant development, self-education and under no circumstances to become cynical or tough. More new ideas to work with. Pass the Estonian language exam! More optimism and confidence in the future.

6. When am I a teacher, and when is a human?

I'm sorry that I increasingly forget that I am a Woman. A teacher is primarily a human, especially in our work. I am a teacher only during school hours. I am always human



7. What helps you to be patient with those students with whom even God can't manage?

God can manage anyone. I am learning from him :) The understanding that I am only a human, and I can not argue with God, personal experience. Joke. Good system of discipline. Individual approach to the student. Like Carlson - "Calm, only be calm!" But it is incredibly difficult! Experience and counting to five to yourself. I accept any child as he/she is. I try to be attentive. I have a fair degree of tolerance for their "otherness." And I always remember - patience and work will help in any situation.

8. What would you like to introduce or change?

The attitude of others towards students with special needs. Change the standard system with lessons and call changes. Meetings with other schools and kindergartens. More traditions

9. Are there any special qualities needed for a person who has decided to become a teacher?

The desire to learn all my life. "The profession of a teacher is a profession from God! Emotional balance. Finding understanding with school management. To love children! The ability to put oneself and the student on the same level in order to understand and accept him as he is. Honesty and justice should be in the forefront + professionalism. A good teacher explains. Outstanding teacher shows. Great teacher inspires. Beecher Henry Ward

10. Your most unusual student for all years of work?

I myself. Albert - he danced like Michael Jackson! A young man with serious difficulties in his family. He himself was a problematic child at school. As time went on, by the end of school, a reasonable person with a serious attitude towards life had developed. In Ida-Virumaa he became a well-known confectioner (especially cakes, also made according to his own recipes), got a job in the capital. It seems to me that all my students are unusual. Dima in 1 class. My dad, who once, in the distant past, participated in my courses as a member of an adult group. There is such a student, after talking with whom I will certainly be surprised at the flow of his/her thoughts and make new discoveries for myself.



About a project



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

Project "Transition from school into the after-school life through methods of person-centred-planning" (I work!), Erasmus+

For two years, our school has been participating in the project "Transition from school into the after-school life through methods of person-centred-planning" (I work!). This project taught us to see the student from different angles, and not just in the prism of the educational process, to fix the smallest development of the student, to know what makes him/her happy or sad, to see the personality of the child.



It is also important with whom the student communicates, with whom he/she has a good relationship. During the project, some materials / tests were taken into use with students.



In my work, I am adapting the following sheets: "Good / bad day", "4 + 1", "What works / does not work" and "Relationship circle".

In order to study the potential and needs of a student, for me as a teacher, the most informative and effective methods of working with students are the tests "Good / bad day", as well as "What works / does not work." Studying the Good / Bad Day tests completed by the student, the teacher gets a picture of what makes the child happy or sad, and can plan the learning process so that the student receives more positive emotions during the day, which is very important for students with special needs.



By analyzing the results of the "What works / doesn't work" test, the teacher can quickly and productively develop a child's training plan so that he/she can better understand the curriculum.

Based on the information obtained through tests, the teacher provides support for the student's development and his/her successful socialization.

Viktoria Zimnitskaja



Student life in a dormitory

At the beginning of the school year, a plan is drawn up according to which we work.

There is also a daily routine and rules for living in a boarding school.



Each child has his/ her own room. Children themselves lay out their things in the closet, make the bed, maintain order. After the training process (before the afternoon snack) they need rest - lie down a bit, watch TV, play a computer. We walk with great pleasure: in spring and autumn - scooters, bicycles; outdoor games with a ball, pins; sandbox. In winter - sledding, downhill skiing, removing snow. In bad weather we go to the gym, where we play ball, jump on a trampoline, dance.

In a boarding school, a child gains experience - living with other children, learns about the world around him. Our boarding school has all the conditions for a child to choose what occupation he/she likes.

For most children, their favorite pastimes are co-creation (sculpting from clay, gluing, drawing, painting) and role-playing games (they like to play School, Family, Doctor, Shop).

All together we decorate the play rooms.

For each holiday we make crafts (clay, paper, threads), as well as handmade postcards.

Our children are great helpers. They help to set the dinner in the dining room, clean the dishes after themselves and make sure to wipe the table afterwards.

After an evening tea party, they wash the mugs themselves and know how to properly place the dishes in the dishwasher. During personal hygiene, they wash themselves (according to the daily routine) with the help of a caregiver, wash small things, and brush their teeth.

After weekends or vacations, children are happy to return to their second home.

Their joys and challenges - we all experience together!

Erika Smirnova



Partners and projects



The experience of partners.

Every year, teachers of our school take an active part in international projects and are trained in cooperation with foreign partners. This allows you to use the experience of various educational institutions in your work and apply new methods in teaching children with special needs.

One of our partners is Bluebell Park School in Liverpool. At this school, children with mental development problems and some of them with severe physical disabilities study. For three weeks I learnt about the activities of the school and followed the work of teachers in different classes. Every child, no matter how difficult his/her physical condition was, studied at school.

It should be noted that all teachers are great professionals who love children and their work. Between teachers and students an atmosphere of goodwill, joy and positivity reigns. Even the most insignificant, from the point of view of an adult, achievement of a child is perceived as a small victory. These are the main principles that I was taught in this school and in my work I try to follow them.



It was very important for me to see how non-speaking and non-walking children were taught, what methods and means they used in the lessons. The new knowledge was very useful to me when I started working with students in the class of medical and pedagogical care. I have never worked with such children before, but the experience of my English colleagues helped me cope with the tasks. In the future I hope to develop and improve the knowledge gained and the help in this will be the modern learning environment created in our school.

Larissa Zugunova