

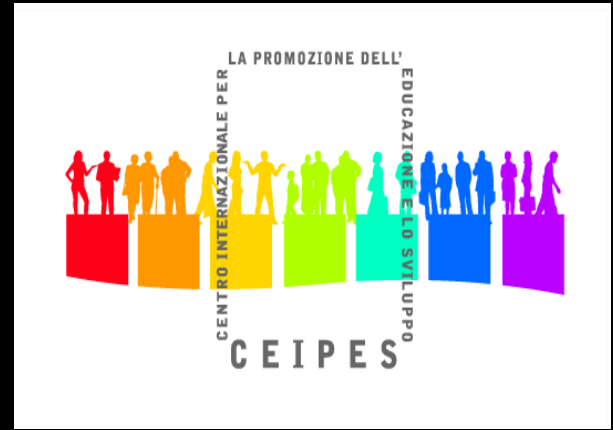


Promoting Intercultural Learning and the European Dimension in Education at IS Einaudi Pareto





OUR PARTNERS



DESTINATIONS



Dublin -IRELAND

**CLIL
ICT COURSE**

LEEDS-ENGLAND

**CLIL
ICT COURSE
LANGUAGE METHODOLOGY**

NICE-FRANCE

LANGUAGE METHODOLOGY

MALGA/JAEN SPAIN

**ICT COURSE
STRUCTURED STUDY VISITS**

REYKJAVIC- ICELAND

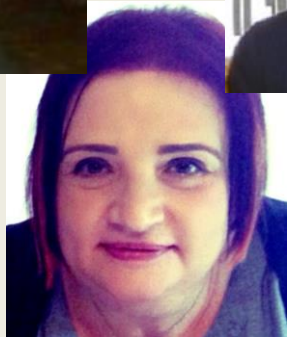
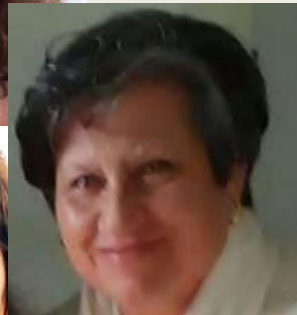
STRUCTURED STUDY VISITS

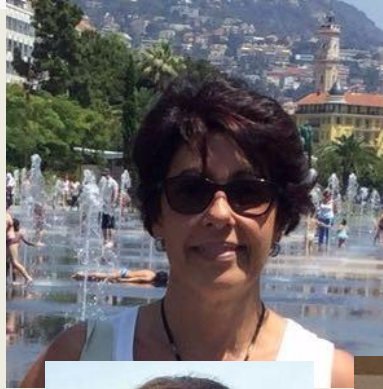
HELSINKI- FINLAND

STRUCTURED STUDY VISITS



THE 32 PROTAGONISTS





Dublin

CLIL for Teachers

Content and Language Integrated Learning for Subject Teachers

Participants 4

PERIOD / Duration

JULY /AUGUST 14 days

ICT COURSE

Participants 4

PERIOD / Duration

AUGUST 14 days

effective cognition content grammar
learning understanding planning assessment
tools thinking culture challenge engage
curriculum mindmap CLIL constructive star
integrated communication skills methodology
failure active consolidate paradigm significant resources
KWL wish



TRINITY COLLEGE -
Here we were accommodated like young students.



Maria Rosa Giliberti, Concetta Bonafede and Clara Carta in their final presentation. Dublin, August 2016



Scent of Europe in Dublin.



Teacher's congratulations

WHAT DO YOU WANT FROM CLIL?

I want learners to benefit from CLIL by developing wider intercultural understanding through using language to learn.

I want my CLIL classroom to be a vibrant, interactive and motivating place.

I want learners to learn confidently in the target language – this means they will be willing to take.

I want to involve learners (and their parents of course), colleagues and administrators in this innovation so that it will become part of the regular curriculum.

I want to motivate learners to use the CLIL language in a range of different ways (for learning, for chatting, for organising their learning, for conducting out-of-classroom work, for written project work).

I want to access a range of CLIL materials, including authentic materials at the appropriate level.

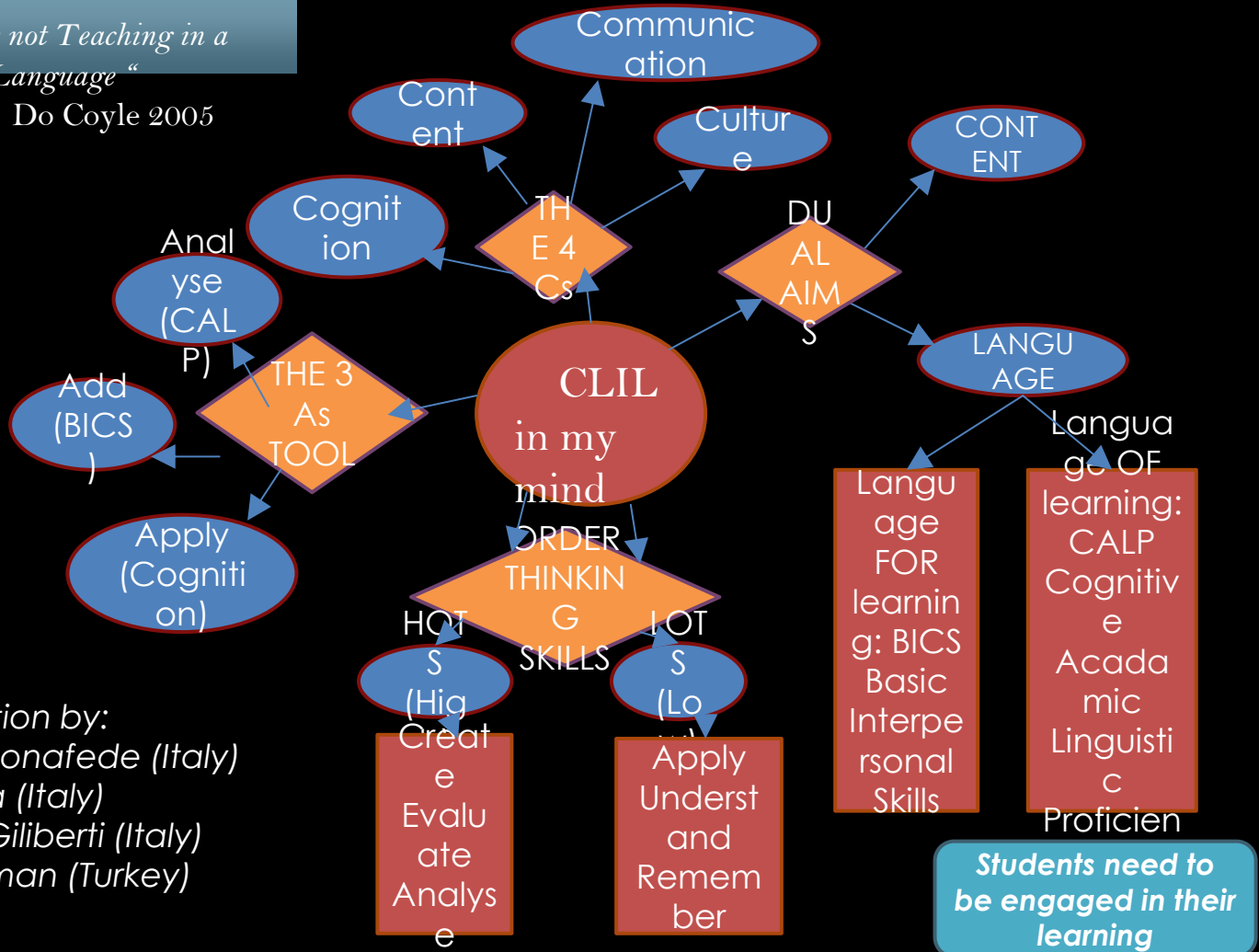
I want the theme of the CLIL unit to challenge learners and help them acquire new knowledge, skills and understanding.

I want to be part of a CLIL teaching and learning community where we can share ideas and resources.

I want to ensure that learners achieve at least the equivalent academic standards in CLIL as they would in their first language.

CLIL is not Teaching in a Language

Do Coyle 2005

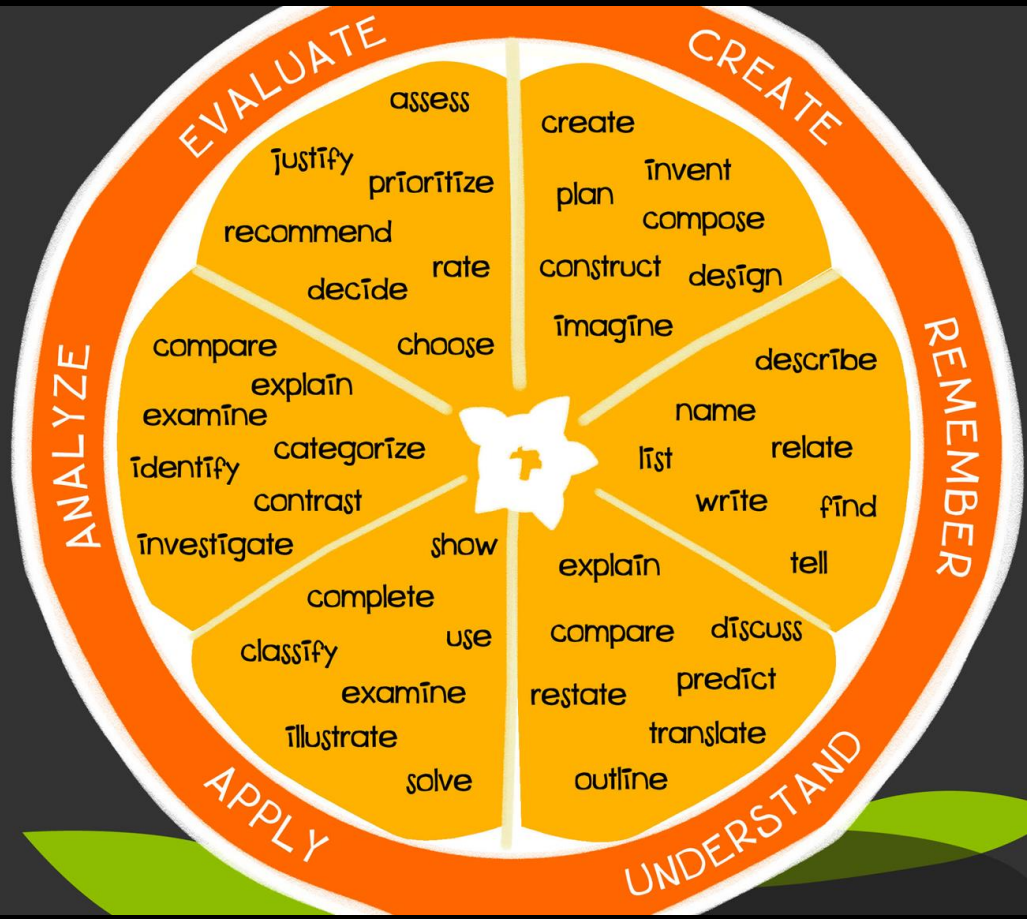


A presentation by:
Concetta Bonafede (Italy)
Clara Carta (Italy)
Marianrosa Giliberti (Italy)
Oguz Karaman (Turkey)

Students need to be engaged in their learning

COGNITIVE PROCESSES

- CLIL teachers need to support the development of students thinking skills as CLIL is more **cognitively demanding** than learning a language on its own or a subject in the L1.



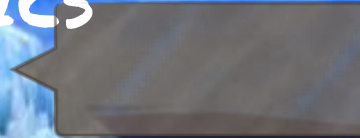


PLANNING CLIL LESSONS

LANGUAGE DEMANDS

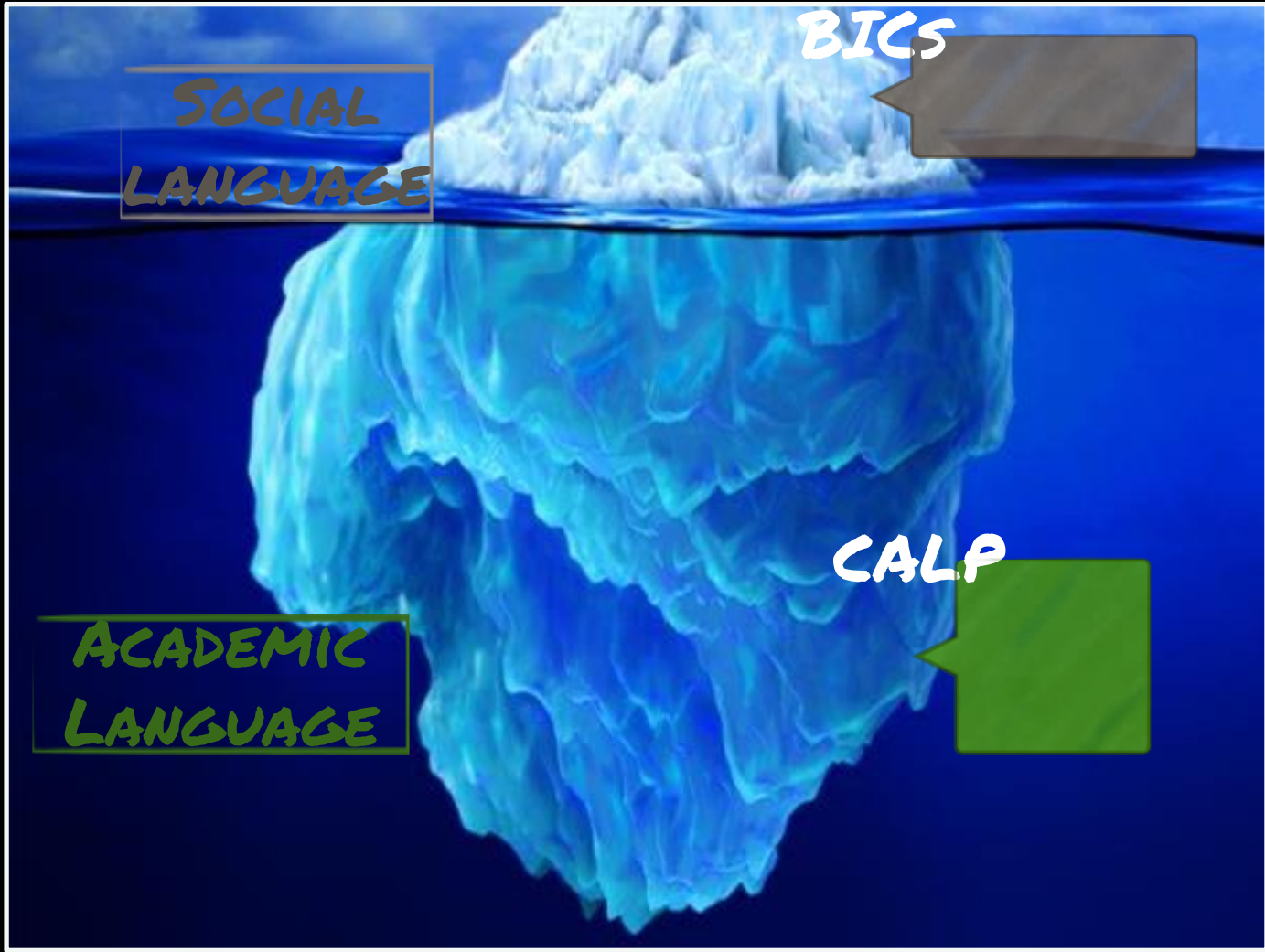
**SOCIAL
LANGUAGE**

BICS



**ACADEMIC
LANGUAGE**

CALP





Portfolios
 Reflective journals → english@englishmatters.eu
 english@tcd.ie



USEFUL LINKS



DISSEMINATION IN TURKEY

HELP FROM THE OTTOMAN IRELAND

Sultan Abdulmecid
reigns was learned that
the Irish people wish to
help five thousand
pounds (1847)



NEW
FRIENDS
IN
DUBLIN.



Food for thought?

No, thanks.

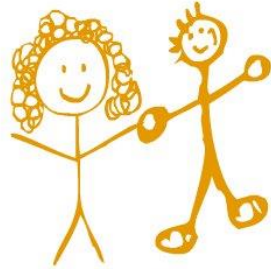
Food for Taste.



What Cooperative Learning Techniques do you know?



THINK



PAIR

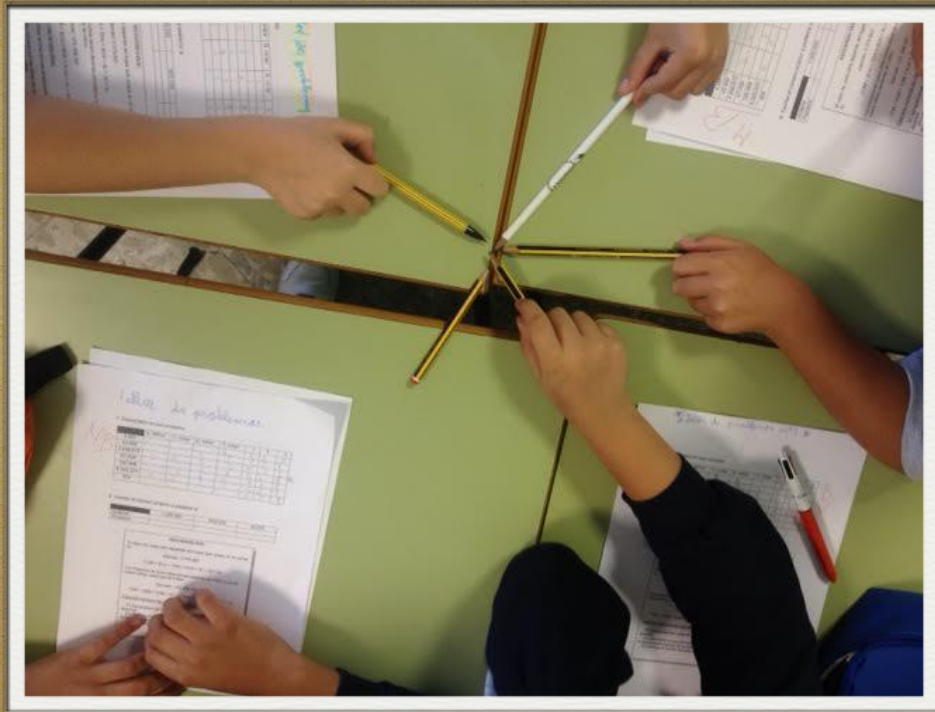
SHARE



Quiz - quiz - trade

QUIZ





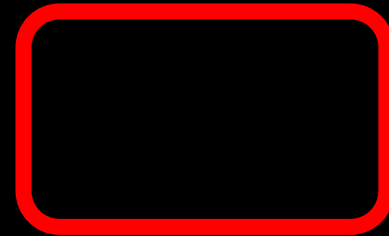
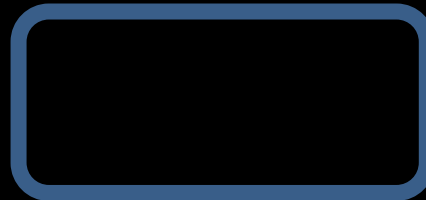
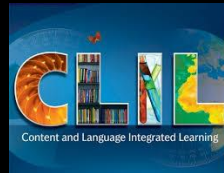
Pens in the middle

**Edoardo
Marin from
English
Matters :
our
reference
abroad**





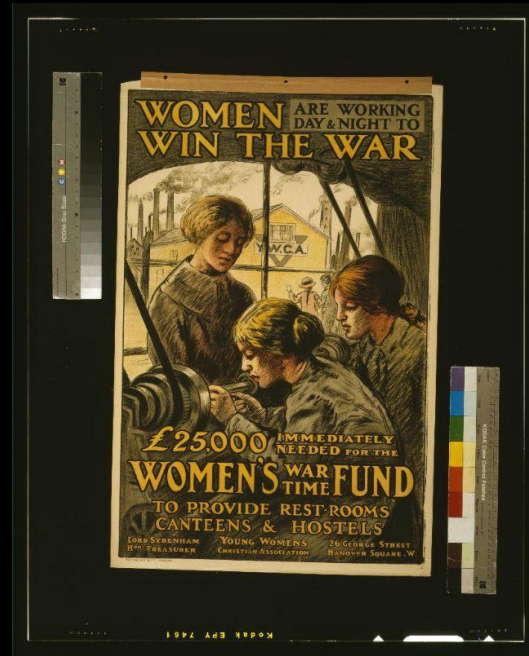
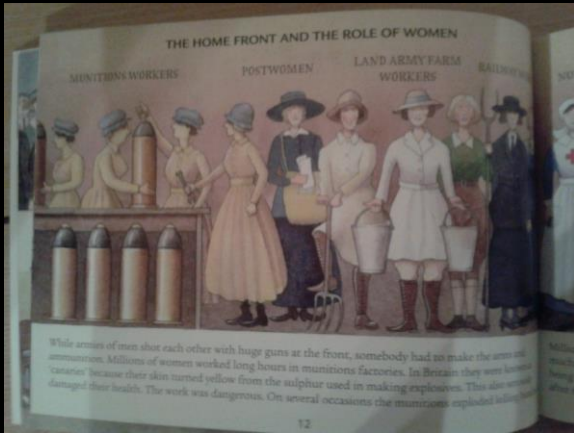
- **To understand the roles of the women in the First World War Economy and comparing them with the ones in the current economy**
- **To know the rights and the risks of women working in the city's munitions manufacturing and comparing them with the ones in current economy**



Some ideas on how I can use the pictures with the students

- To understand and analyze the WWI and the post WWI Economy
- To identify which good and bad products were produced during and after the WWI





Women Work and War

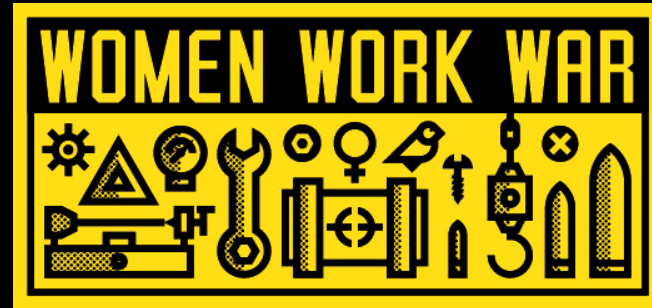
WOMEN WORK WAR

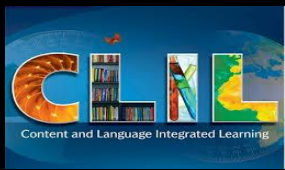
▶ Honouring the vital role women played in the First World War

Leeds Industrial Museum at Armley Mills

ARTS COUNCIL ENGLAND

<https://youtu.be/ZmyDvAEIv1o>





Henry Moore Institute

Key ideas of learning from our visit



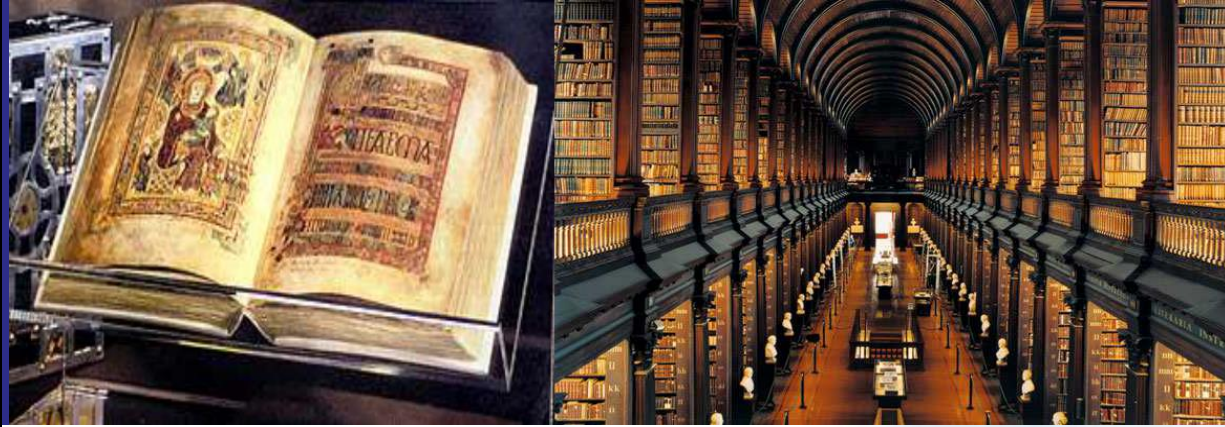
- ❑ How sculpture and medical science have argued the analogue human figure
- ❑ How the first World War drove the technological advancement of prosthetics



**TODAY
IRELAND IS STILL
THE CELTIC TIGER**

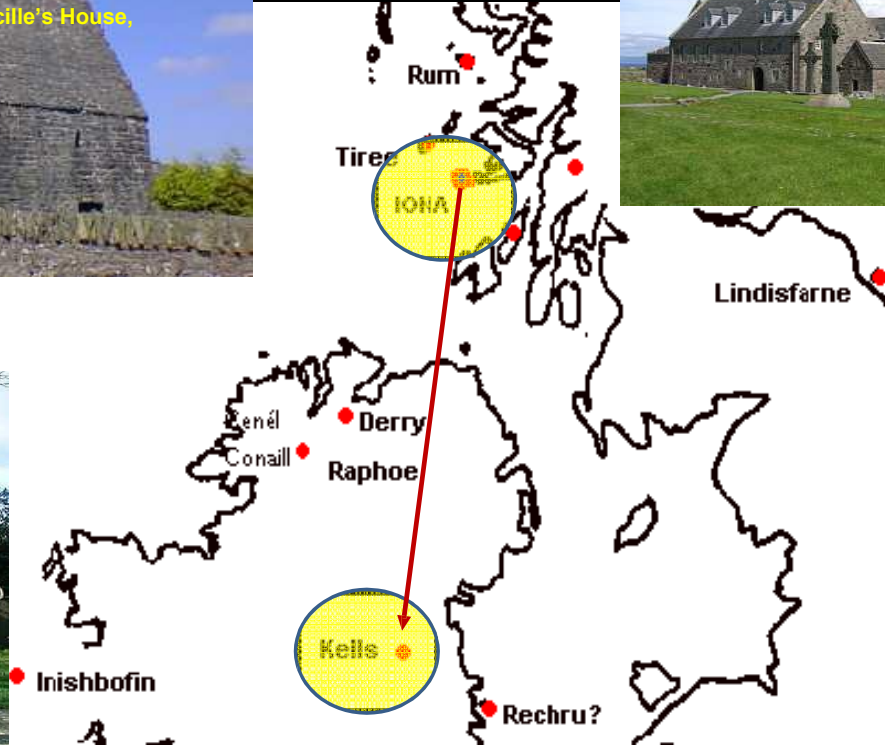


©“Contexts4Content” 😊 😊 😊 😊



Field Project: Book of Kells – Trinity College
Dublin





Dublin has been for me a wonderful discovery, young city, charming and multi-ethnic, offers a student-teacher varied cultural and entertainment venues, you can clearly see that it is a very important center for Ireland. I felt like a student abroad who moves to acquire new knowledge and skills not only educational but also relational. Having accommodation at a facility at Trinity College, among other things one of the oldest from the historical point of view and at the same time very prestigious venues, has added great value to my experience . Samuel Beckett, Oscar Wilde, Braham Stocker, Jonathan Swift were students there . In the large courtyard there is a magnificent bell tower, on the right side you can visit its famous Berkeley Library which houses the Book of Kells, on the main avenue of the ball Arnaldo Pomodoro, and other works of the same prestige displaced within the vast area rich in large real lawns. In short, a fabulous location !! I feel very lucky.

F. Coco July 2016, Dublin.

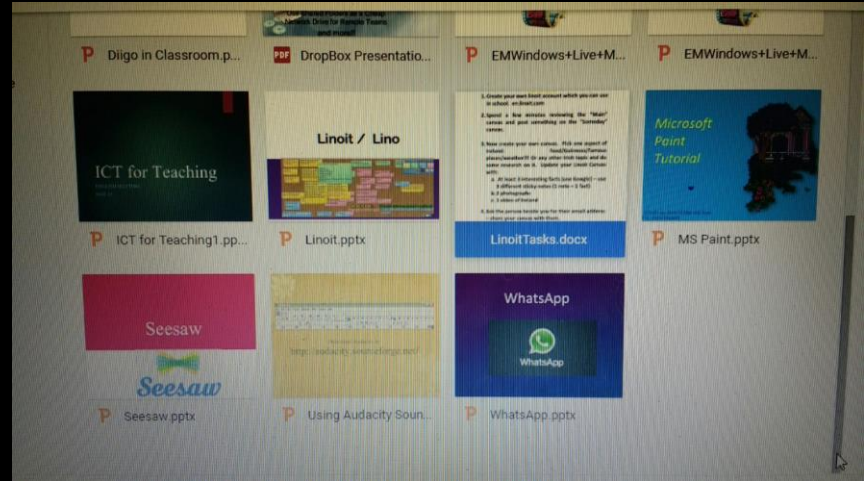


Google Apps for Education (GAFE)

Top 10 Reasons to Use GAFE

- 1** Unlimited storage. 
 - 2** Documents are saved automatically. 
 - 3** Live-time collaborating & sharing on documents. 
 - 4** Chrome Apps & Extensions tools to create with. 
 - 5** Access your Drive and Chrome bookmarks from anywhere in the world, on any device. 
 - 6** Google Drive Add-ons to automate your workload. 
 - 7** Easy data collection with Google Forms. 
 - 8** Immediate feedback on documents with chat, comments, & suggested edits. 
 - 9** No software required. 
 - 10** It's free. 
- @sylvia.duckworth*

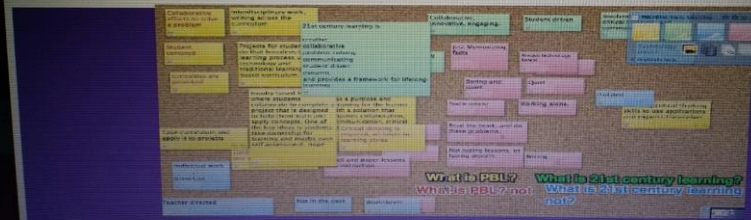
Study time



OneDrive for Families Team

- Diigo in Classroom.p...
- DropBox Presentatio...
- EMWindows+Live+M...
- EMWindows+Live+M...
- ICT for Teaching
- Linoit / Lino
- Microsoft Paint Tutorial
- MS Paint.pptx
- Seesaw
- WhatsApp
- Seesaw pptx
- Using Audacity Soun...
- WhatsApp.pptx

Linoit / Lino



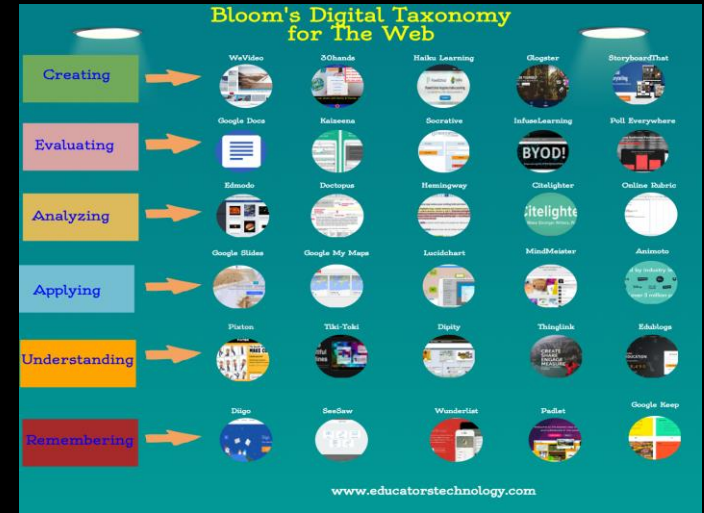
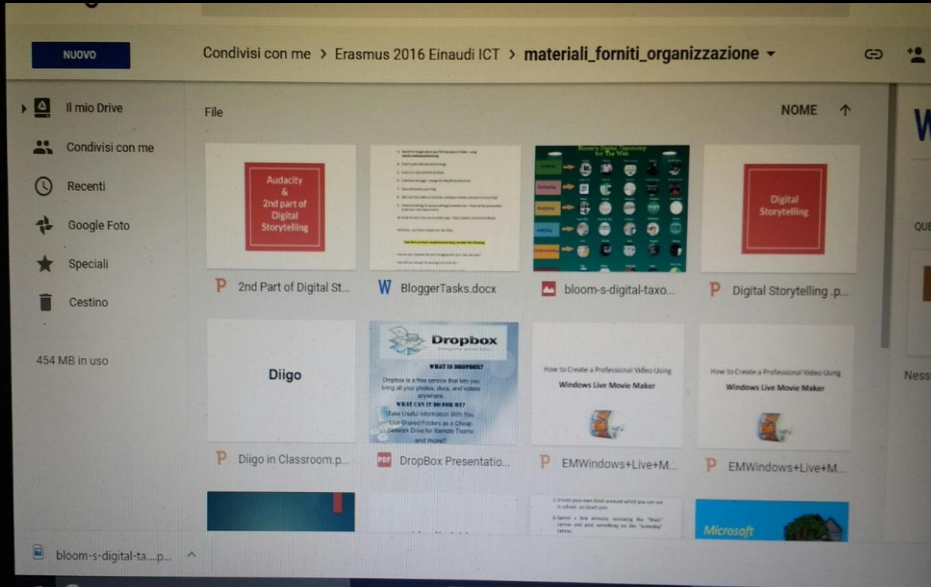
What is PBL? What is PBL? not

What is 21st century learning? What is 21st century learning act?



TIME FOR FRIENDSHIP

TIME FOR DIGITAL TOOLS TO LEARN





Time
to
study
with
new
friends



LEARNER'S PORTFOLIO
Tsvetelina Kilitanova & Francesca
Coco & Giuseppe Bruno



Erasmus+



WHAT I HAVE LEARNT FROM THE COURSE

A

- How to use **Social Networking** in class
- How to use **ICT tools** to promote **Task-based& Cooperative learning**

B

- How to use different tools for **Digital Storytelling** in class
- How to use edit images, sounds and music for **Digital Stories**

C

- How to use different **Google tools** to create classroom tests, quizzes...
- **HOW TO MOTIVATE STUDENTS BY USING THE NEW TECHNOLOGIES AND THEIR OWN DEVICES!**

IRISH CULTURE AND NATURE



PUBLACHT NA H EIREANN.
THE PROVISIONAL GOVERNMENT
OF THE
IRISH REPUBLIC
TO THE PEOPLE OF IRELAND.

IRISHMEN AND IRISHWOMEN - In the name of God and of the dead generations from which she receives her old tradition of nationhood, Ireland, through us, summons her children to her flag and strikes for her freedom.

Having organised and trained her manhood through her secret revolutionary organisation, the Irish Republican Brotherhood, and through her open military organisations, the Irish Volunteers and the Irish Citizen Army, having patiently perfected her discipline, having resolutely waited for the right moment to reveal itself, she now seizes that moment, and, supported by her exiled children in America and by gallant allies in Europe, but relying in the first on her own strength, she strikes in full confidence of victory.

We declare the right of the people of Ireland to the ownership of Ireland, and to the unfettered control of Irish destinies, to be sovereign and indefeasible. The long usurpation of that right by a foreign people and government, but not extinguished the right, nor can it ever be extinguished except by the destruction of the Irish people. In every generation the Irish people have asserted their right to national freedom and sovereignty: six times during the past three hundred years they have asserted it in arms. Standing on that fundamental right and again asserting it in arms in the face of the world, we hereby proclaim the Irish Republic as a Sovereign Independent State, and we pledge our lives and the lives of our countrymen in arms to the cause of its freedom, of its welfare, and of its exaltation among the nations.

The Irish Republic



USING THIS CULTURAL INFORMATION IN CLASS AND SCHOOL

Make students interested in Irish lifestyle and customs

Teaching new vocabulary about culture, history and nature

Experiencing the taste of Ireland!

I DISCOVERED TO HAVE MANY USEFUL TOOLS TO HELP MY STUDENTS IN THEIR PATH.

On September I will start using Twitter, Facebook and other google tools, I hope to explain to my colleagues the

opportunity that we have working I an European network changing experiences.

I thing to talk to my students about the evolution of communication and of the different ways: imagines, video pictures or facial expressions. But the virtual communication day expose us to risks to safety and privacy. It is important the kids to know the rules of the networks and what happen if

MALAGA / JAEN

STRUCTURED STUDY VISIT

Participants 4

PERIOD / Duration

OCTOBER 2015 / 9 days

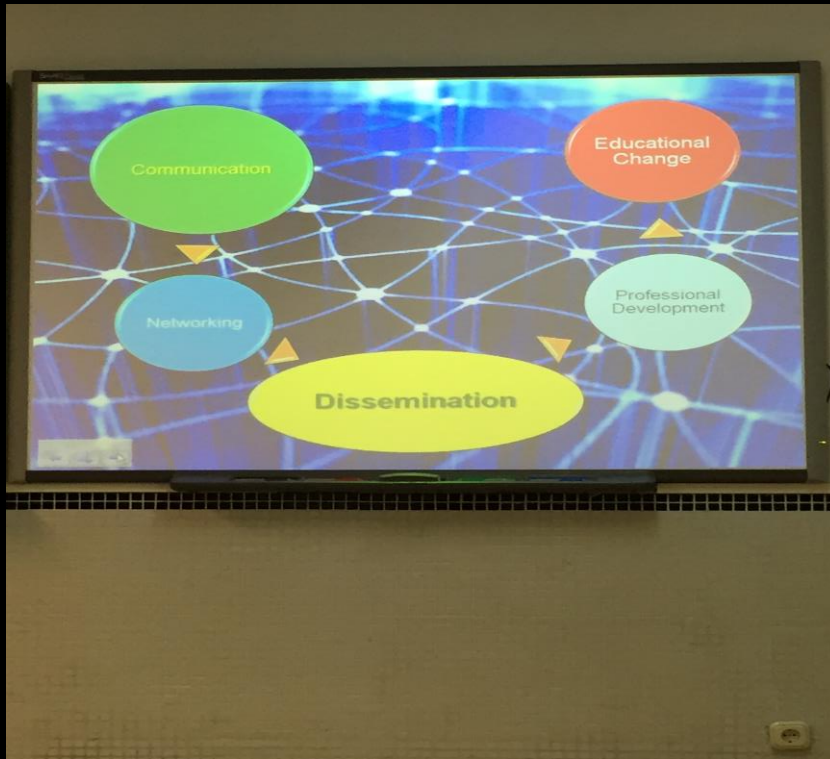
OCTOBER 2016/ 9 days

ICT COURSE

Participants 4

PERIOD / Duration

FEBRUARY 2016/ 9 days



MALAGA, STUDY VISITS
OCTOBER 2015
OCTOBER 2016



The project starts with Maria Teresa and Ina on study visit in Malaga Spain. It's October 2015.



In circle time to better know our European colleagues. A little shy we were but soon the atmosphere became warmer.

Ed. Infantil

Ed. Primaria

Educación Secundaria

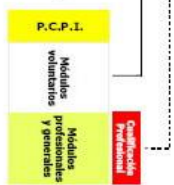
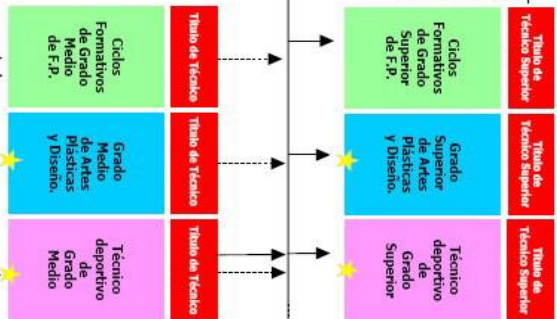
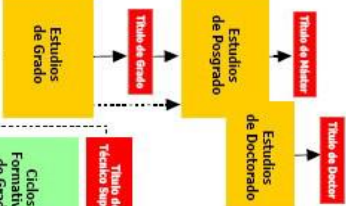
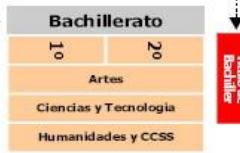
Educación Superior

Enseñanzas elementales de música y danza

Enseñanzas profesionales de música y danza
6 CURSOS

Enseñanzas Artísticas Superiores
Música y danza, Arte dramático, Conservación, restauración de Bienes culturales, Artes plásticas, Diseño

Enseñanza Universitaria



Educación de personas adultas

- Enseñanza Gratuita
- Formación Profesional
- Enseñanzas Artísticas
- Enseñanzas Deportivas
- Acceso con condiciones
- ◆ Prueba de Diagnóstico
- ★ Prueba de Acceso



Maria
Teresa
Leader in a
job
shadowing
activity





ESCUELAS PROFESIONALES SAGRADA FAMILIA

SAFA - ICET

Tlf.: 952 29 05 00 - 04

Web: malaga.safa.edu

EDUCACIÓN INFANTIL Y PRIMARIA

SECUNDARIA - F.P. BÁSICA

BACHILLERATOS (Concertados)

CIENCIAS Y TECNOLOGÍA
HUMANIDADES Y CIENCIAS SOCIALES

CICLOS FORMATIVOS

GRADO MEDIO

- ELECTROMECÁNICA DE VEHÍCULOS
- INSTALACIONES ELÉCTRICAS Y AUTOMÁTICAS
- INSTALACIONES FRIGORÍFICAS Y CLIMATIZACIÓN
- AUXILIAR DE ENFERMERÍA
- GESTIÓN ADMINISTRATIVA
- COMERCIO

GRADO SUPERIOR

- ADMINISTRACIÓN Y FINANZAS
- ADMINISTRACIÓN DE SISTEMAS INFORMÁTICOS EN RED
- FORMACIÓN PROFESIONAL PARA EL EMPLEO







Malaga October
2016

MaLAGA was
the the study visit
destination for
Concetta and
Silvana from the
Administration
department.

Among the three schools we have visited, this is the picture that has struck us the most.
In this picture you can see our Spanish colleagues, sunny people, like us.



The administrative department is composed of fewer people than our department in Palermo. They carry out all the activities relevant to the students management.



As regards the administrative manager, differently from Italy where this position is assigned on the basis of an open competition, here this role is carried out by a teacher the principal selects directly . His task is to manage the suppliers' payment.



The working hour is from 8am to 14pm 5 days a week , for a total of 35 hours .

The staff is paid by the Regional Ministry of Education.

The activities are properly organized and shared among the colleagues, I wish it could be done the same at my school.



**OUR
GROUP**



**JAEN
FEBRUARY
2015
ICT COURSE**



Jaen/
SPAGNA
07-13/2016



One of the tools I have particularly learnt and appreciated is Kahoot. Students are enthusiastic of this medium ... Interactive ... Competitive ... Funny aggregating ... Tools like Prezi ... or ... Gloster revealed to be useful for presentation of a specific topic or lesson. ... I will be able to use them in class when and if I come across some way.

O. Campofranco

JAEN 07-13 / 02/2016





JAEN FEBRUARY 2016



I am writing during the break at the headquarters of the English Matters in Jaen ...

We started our adventure in this delightful town of Andalusia ... The work is intense but interesting ... Together with Germans, Romanians, Turkish, Polish, Swedish we are immersed in the challenging world of technology to make our work more interesting and inspiring for our students. With the certainty that the use of new methodologies facilitate our students' learning and amuse them ...

The atmosphere is serene and harmonious.

Nice colleagues with whom I want to share the idea of a new European Citizenship.

O. Campofranco Jaen October 2016

FINAL QUESTIONS

- Which are the differences with your Education Systems?
- Which roles do Languages play?
- How does plurilingual education affect students?
- How many Education laws did you have in the last 50 years?
- Bilingualism or Plurilinguism



English
Matters





JAEN February 2016



I have grown up professionally, learnt new tools that will help me in the daily work with my students ... I got to compare, evaluate and appreciate realities unknown to me I got the opportunity to re-evaluate and enrich the way I teach and stay at school .Through the European dialogue my human and methodological training has increased a lot. The opening to the other ... to the European world has been a journey of knowledge. Of course, my knowledge of English language has had a benefit ... Especially understanding, but also speaking have improved greatly ... but above all the will and the intention to undertake a course of study of language, aware that it is a vital tool if you want to look at your job in a perspective of European citizenship.



NICE-FRANCE

FRENCH LANGUAGE METHODOLOGY

Participants 3

PERIOD / Duration

JULY 2016/ 14 days

Aujourd'hui on commence le cours, j'ai des curiosités sur les collègues et le développement des contenus, les activités et tous ce qui nous attend.

Et voilà , j'arrive au siège de France Langue. L' accueil est cordiale, le groupe se compose de 14 personnes qui proviennent de différents coins du monde: États-Unis, Égypte, Hongrie, Roumanie, Pays-Bas, Pologne.

On se présente, les collègues sont sympa et disponibles au dialogue.

Pendant le matin on nous emmène en ville pour un premier contact avec le territoire .

L'après-midi on va analyser les éléments les plus importants de la région du point de vue géographique et administrati



Pour un approfondissement de la culture on a examiné le système éducatif français. La présence de collègues de différents pays m'a permis d'échanger des informations pour mieux connaître d'autres réalités!

On a examiné l'importance et l'influence que la culture a sur la langue à partir de différents registres , on a exploité des documents sur les expressions idiomatiques, le verlan, la langue des textos(sms). Très intéressant cet aspect que on peut aussi remarquer dans ma langue (l'Italien)mais moins évident!





Journée assez particulière suite à l'événement tragique du 14 juillet .. Tout notre groupe a été secoué émotionnellement...surtout parce que presque tout le monde était là ,sur la Promenade à fêter le 14 juillet ... Après des moments d'incrédulité,de profonde tristesse,de découragement dus au sens d'impuissance face à des épisodes de telle barbarie l'équipe de profs a cherché à nous faire réagir en proposant quelques activités de classe basées sur des extraits de films.

15/07/2016



Ce matin la directrice de France Langue a réuni tous pour parler des événements tragiques qui se sont abattus sur la ville. À la rentrée en classe, notre prof a tout fait pour créer une certaine détente surtout pour une collègue qui était près du lieu de l'attentat le soir avant. Pour récupérer un peu de courage, on a décidé de travailler tous ensemble dans l'espoir de retrouver la normalité!



Nous sommes arrivées au dernier jour de cours!

On a fait un bilan, on a partagé nos expériences en classe dans nos établissements scolaires et on a posé les dernières questions au prof.

Les échanges d'opinion, les idées concrètes proposées, nous ont encouragés à réfléchir pour améliorer et actualiser notre enseignement.

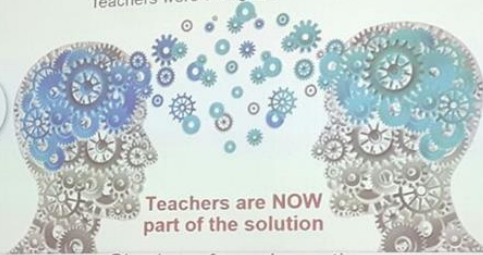
Hélas,c'est fini!!

Partager ces jours avec des collègues sympathiques et disponibles a été si agréable que se saluer nous a donné un peu de tristesse, mais.... heureusement aujourd'hui on peut se contacter

Definition

Latin "disseminare": scattering seeds

Teachers were thought to be the problem



Teachers are **NOW**
part of the solution

Sharing of good practice

LEEDS-ENGLAND

CLIL for Teachers

Content and Language Integrated Learning for Subject Teachers

Participants 1

PERIOD / Duration

AUGUST 14 days

ICT COURSE

Participants 4

PERIOD / Duration

AUGUST 14 days

ENGLISH LANGUAGE METHODOLOGY

Participants 3

PERIOD / Duration

AUGUST 2016/ 14 days









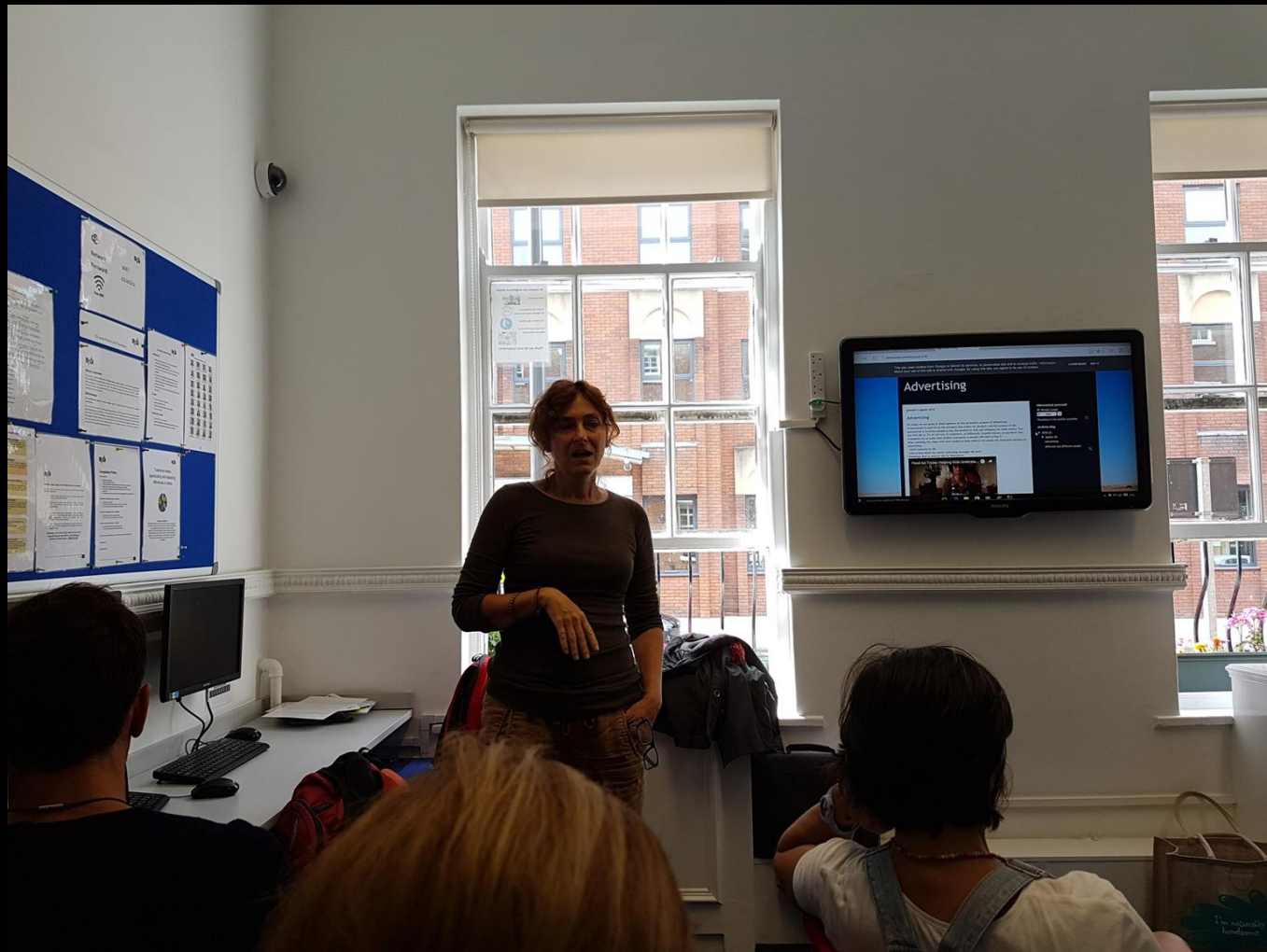


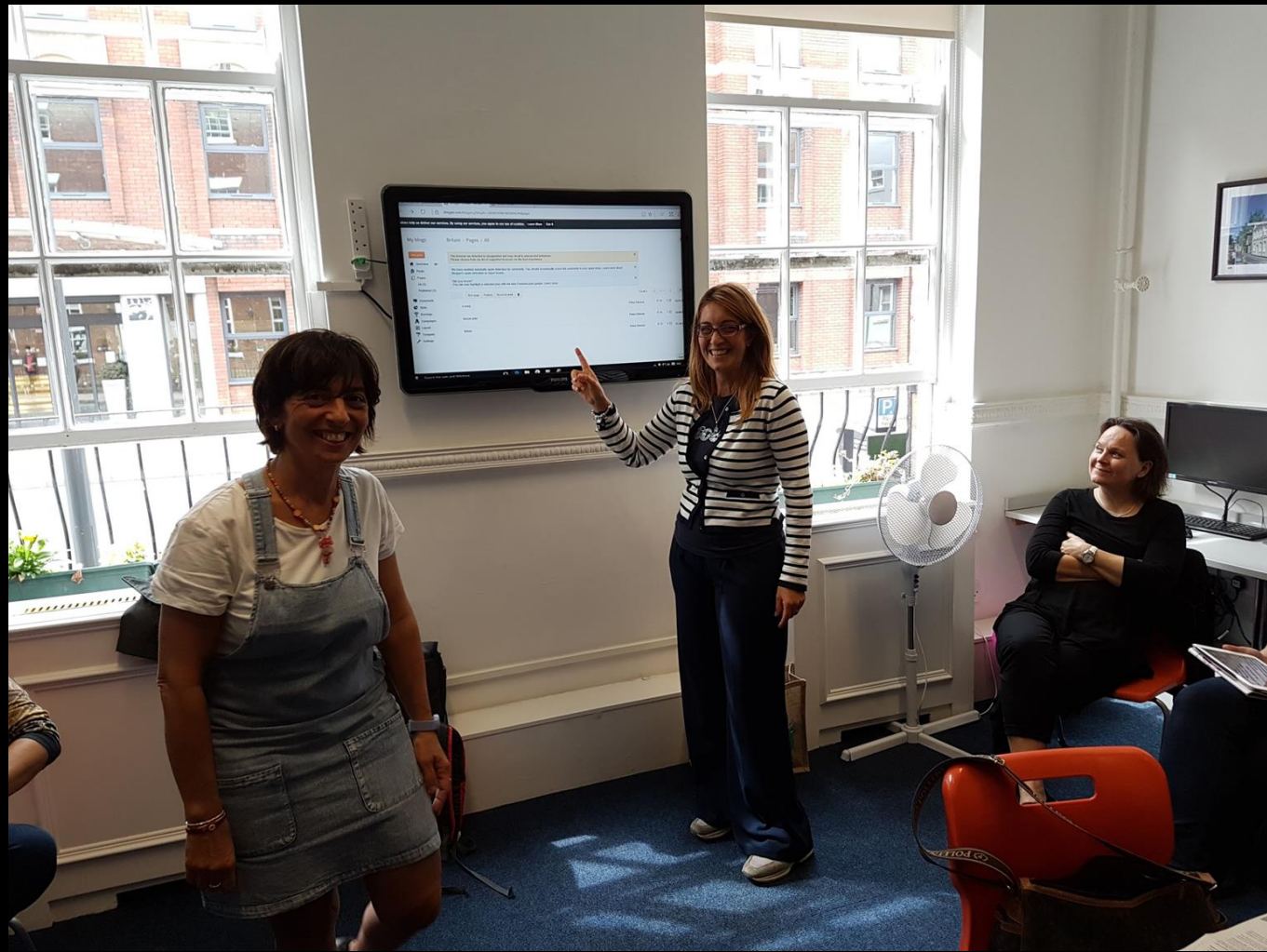
Things students do when
they're working on a group project

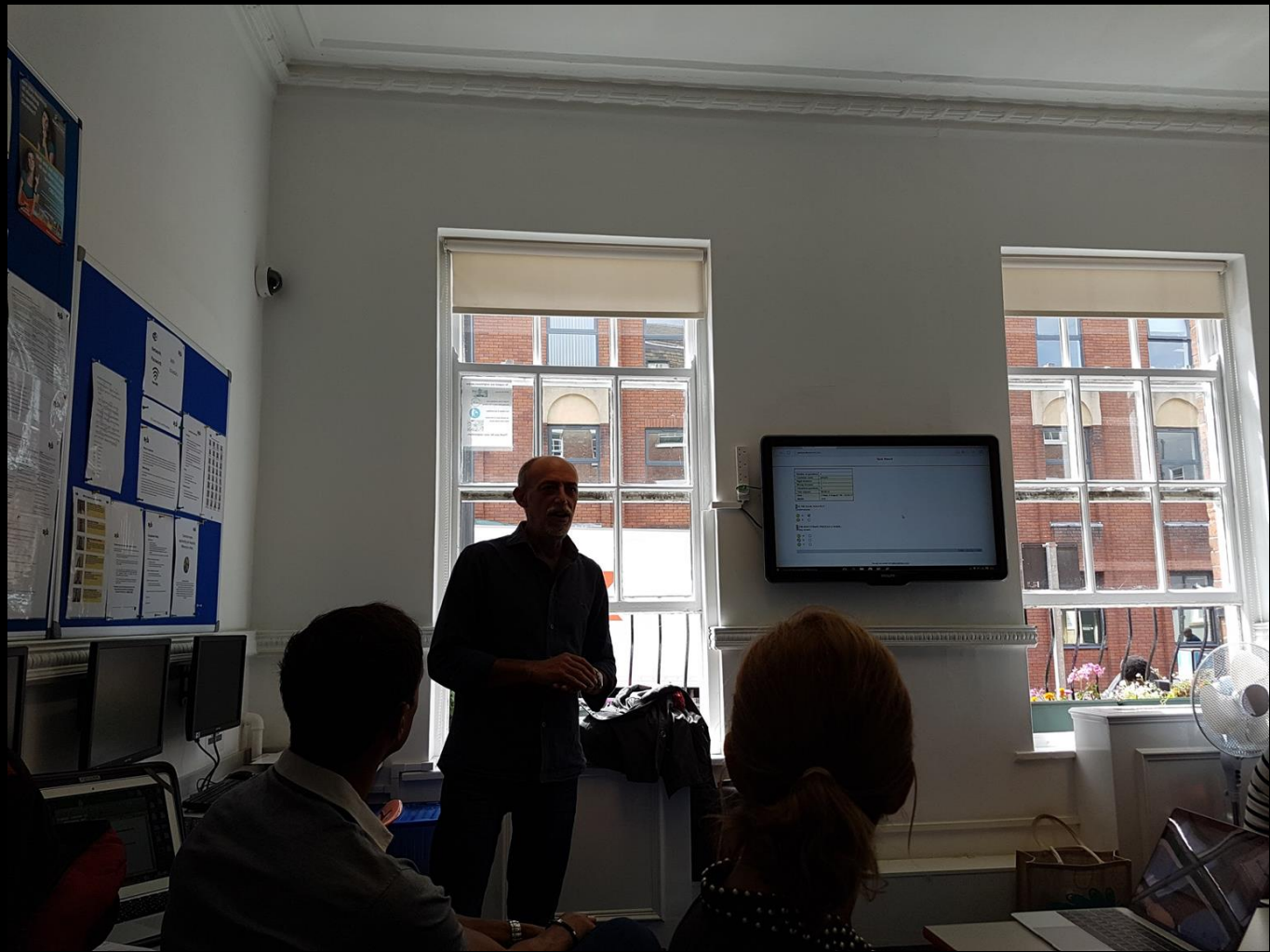
- They get competitive (and start working in different colors)
- They start scaffolding each other
- They take turns, like a conversation
- Sometimes, they start to argue for ideas
- They get into groups





















**COSY FAMILIAR LIFE
IN LEEDS**





Lia Urso while presenting an activity, Leeds August 2016

NEW
FRIENDS
IN LEEDS





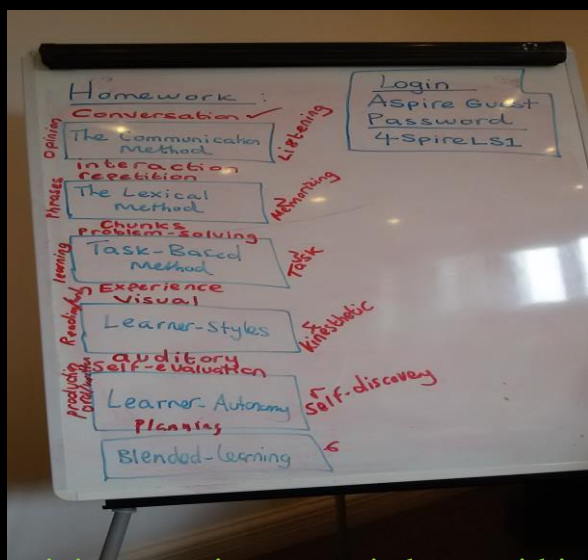
Leeds City Museum Key ideas of learning from our visit



IN THEIR
FOOTSTEPS

How the Leeds City Museum is well structured for educational aims

The opportunity to combine the 4 Cs Framework of an CLIL lesson: content, communication, cognition, culture



The training experience, carried out within the KA1 SMART MOBILITY program, has greatly contributed to increase my skills in the field of CLIL.

The course, unlike those attended in the past, was thought mainly to give teachers tools and material useful to the effective use inside the classrooms. Lots of activities have been simulated and I have already started using word snake, language hunt, speed dating language, running dictation, in two classes along with the the use of digital tools and platforms of e-learning.

In addition, the consolidation of skills allowed me to define, as a contact CLIL, a project of E-CLIL network with other schools of Higher Secondary Education, funded by the Ministry of Education, which has been approved. The network is engaged in a very ambitious experimentation in the current school year.

R. Urso Leeds 1-12 Agosto 2016 CLIL Course

*“The more exquisitely and delightfully you can do nothing,
the higher your life’s achievement.”*



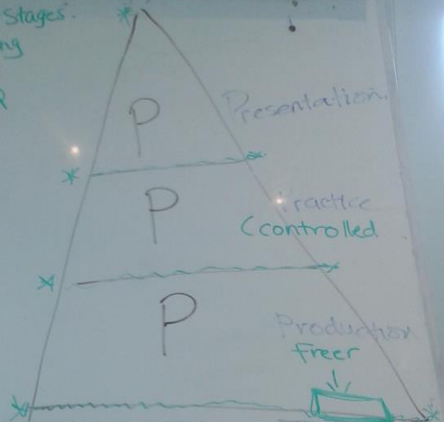
enjoy the sweetness of doing nothing

DOLCE FAR NIENTE



ENGLISH LANGUAGE TEACHERS IN
LEEDS FOR A COURSE OF
METHODOLOGY.

Micro-Stages:
eliciting
ICQ
CCQ

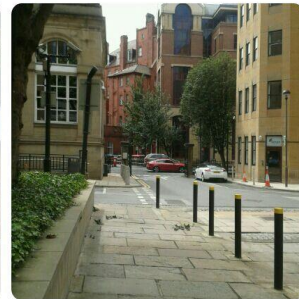


PPP. T.B.L. T.P.P.
COMM. approach ARC
LEXICAL APPROACH TPR
ECLECTIC APPROACH BLENDED LEARNING CLIL

The teacher has given ideas and information about Teaching Blended Learning and Computer Assisted language learning

Workshop: E-learning group activities: It has been a very enjoyable and motivating activity

Task: preparing a teaching lesson choosing T.B.L. or P.P.P.



PhotoCollage

PhotoCollage



Today she coordinates a five school net called E-CLIL

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I think the course has been appropriate for teachers of English because it has provided me opportunities to improve and enrich knowledge of modern teaching techniques focusing the activities on practical classroom activities and resources. The course has given me the chance to share professional knowledge; to practice oral and written language skills in communicative settings; to carry out group work, activities and discussion about techniques and strategies with the help of technology, in particular, for the realization of the task assigned creating three slides regarding learning content after each cultural visit. The course has allowed to meet other teachers and exchange opinions and suggestions and facilitate a future collaboration, thanks to Mrs Inga Chana's attention and professionalism who has guided the group and managed the lessons meeting the needs.

A. Galizzi August 2016

HELSINKI-FINLAND

STRUCTURED STUDY VISIT

Participants 4

PERIOD / Duration

APRIL 2016 / 9 days

OCTOBER 2016/ 9 days

Helsinki: so cold outside but the people so warm!
We had our presentation and the first seminar of the course...being a part of an international group of teachers makes me think about how many things we could share...we are about 150 people from 16 countries.

Gaia e Francesca ottobre 2016





Giants of Finnish granite on the station door hold two lamps, the lights of progress. It is a work of 1914 the sculptor Sarineen which summarizes perfectly the style of the classic buildings of the city.

Maria Luisa e Fabio Helsinki April 2016

During the opening meeting we were said about the particular personality of the Finns, in a word,

Sisu

The **Sisu** is the virtue which represents the Finnish pride, the ability to overcome adversity alone and obstacles which are placed before.

Honesty, reliability and gender equality are absolute values that pervade the daily life of Finns and are also reflected in the structure and in the results of their educational system.





The story of Finland is very recent, even the change in education system...just 40 years ago, Finnish education system was not so good as today,...but change is a process not an event. It seems that one of the reasons for being the Finnish education system one of the best in the world is that there is no competition between students or between teachers, people don't want to be the best one, moreover it's very important collaboration, trust based on responsibility and everybody's wellbeing...how far we are from this! Most of all I like their idea that everybody has to have the same chance...and nobody has to be left alone! There are guidance counselors to help students and special teachers for special needs education as well. There are three levels of support for different kinds of needs. Francesca e Gaia October 2016



The Finnish school system - "The Finnish Way".

The Finnish school system since 2000, according to the PISA surveys, is ranked in first place for reading (Reading Literacy), Science and Mathematics.

non-existent and academic success dispersion for over 95% of students.

The teaching profession is desirable

In classes order and discipline reign,

Fabio e Luisa April 2016



Educational visit to a school in Espoo. Omnia International is one of the best vocational school in the country with 9 departments, 830 teachers, 10.000 students. Its students do a lot of practice work in companies, about half of the time. Teachers and students are very serene and relaxed, there are no tensions. Each one works independently also in the laboratories, where students use dangerous equipment, they trust the students, there is not much supervision.

The buildings and the facilities are great, great laboratories for practice, as in the rest of the country, there is a free restaurant canteen for students.

The amazing thing is that in Finland, schools are totally free for students, even for foreign students... even the university!

Francesca and Gaia October 2016

Teachers have a very tough university education. Only graduates with honors can enter the profession. Teachers are hired to direct call (contacted from private schools or from the Municipality for public schools). The school shall recruit teachers t and may dismiss them

But finally they receive an excellent treatment.



The atmosphere is relaxed and spreads the wellness policy-The staff room serves as a relaxation and / or discussion with colleagues generally curricular timetable during breaks. Never miss a small kitchen to warm a cup of coffee or a meal. Fabio e Luisa October 2016



In Vaikakoski we visited a Lifelong learning center, it's a non formal educational school for students from 4 to 99 years! It's a public school (non vocational) based on liberal free education in which they also teach dance, languages, crafts, fine arts, cooking...also university courses (for credits)...

An interesting concept in the Finnish schools is that "less is more": students start studying at the age of 7 years (they are allowed to play longer), they have short school days (so they can learn independently), small schools (to have more time for everybody), short hours (45 min, to play with school friends). They know there is a time limit for learning after which is not useful staying at school and they believe important the learning that happens outside the classroom!

Francesca e Gaia October 2016

It is a real campus with
comprehensive schools
A vocational school
A secondary school
A seat University of Applied Sciences
Education center for adults
Curricula have a basic system and a custom
share that is managed by municipalities and
principals. Some materials are basic, such as
Finnish, Swedish, mathematics others are
chosen by the student on the basis of his
inclinations.

The courses are not annual but semi-annual or
quarterly at the end of which the student takes
an exam for which there is no rejection but the
rating it deserves. In case of need students can
count on the help of a support teacher who
helps him to support the matter.
Fabio e Lisa April 2016





Last school visit in Kerava: Keuda vocational college.

In this school they focus mainly on students' working skills and on practices, it doesn't matter how many hours you're in class but what you are able to do ... The studies can last, according to the student, from 2 to 3.5 years.

the idea of equity and the quality of training are central to the conception of school ... students and their education are the most important things! ..their method is "learning by doing", students and teachers learn together!

School climate is very informal



Today, field project in Tallin, Estonia.: the medieval old town is very beautiful. In some buildings is also clear the sign of the Soviet presence in the country.
On the cruiser ship we had another experience of Finnish affability and sociability.



DISSEMINATION



TO SUMMARIZE

Main ideas

- ❖ No Stress, Autonomy and Time for both Students and Teachers
- ❖ Really good equipment respected by teachers and students
- ❖ Vocational route is well considered in Finnish society

Some sentences we've liked ... and we will share

- « Less is more »
- « There is no dead end, you can always go further wherever and whenever you want... »
- « School ready for children », not « children ready for children »
- « Every child is unique »
- « In Finland, we do not compete, we collaborate ... »
- "Ultimate Determination, Fortitude and Persistence carried to unfathomable level" (SISU)

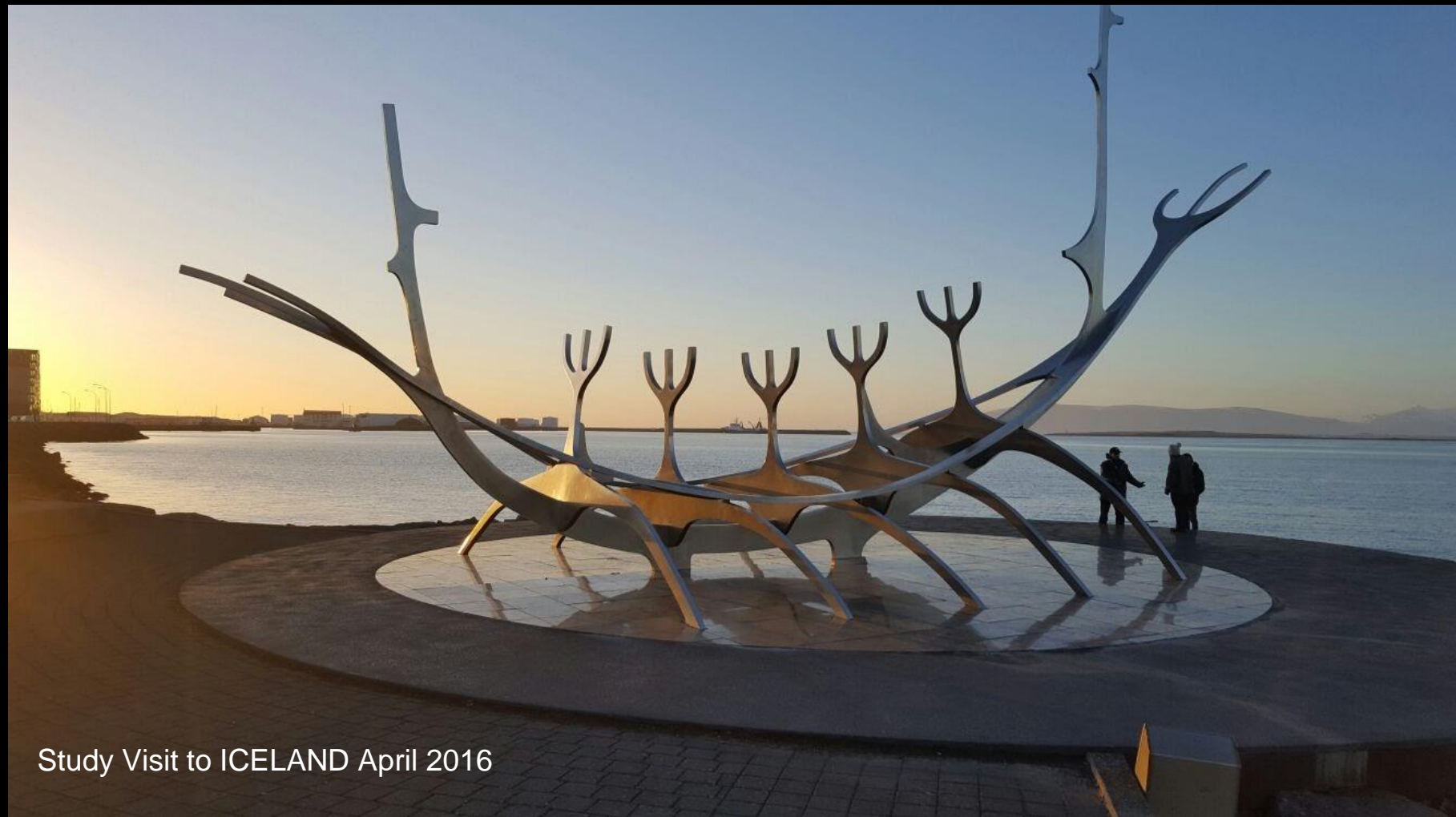
REYKJAVIC- ICELAND

STRUCTURED STUDY VISIT

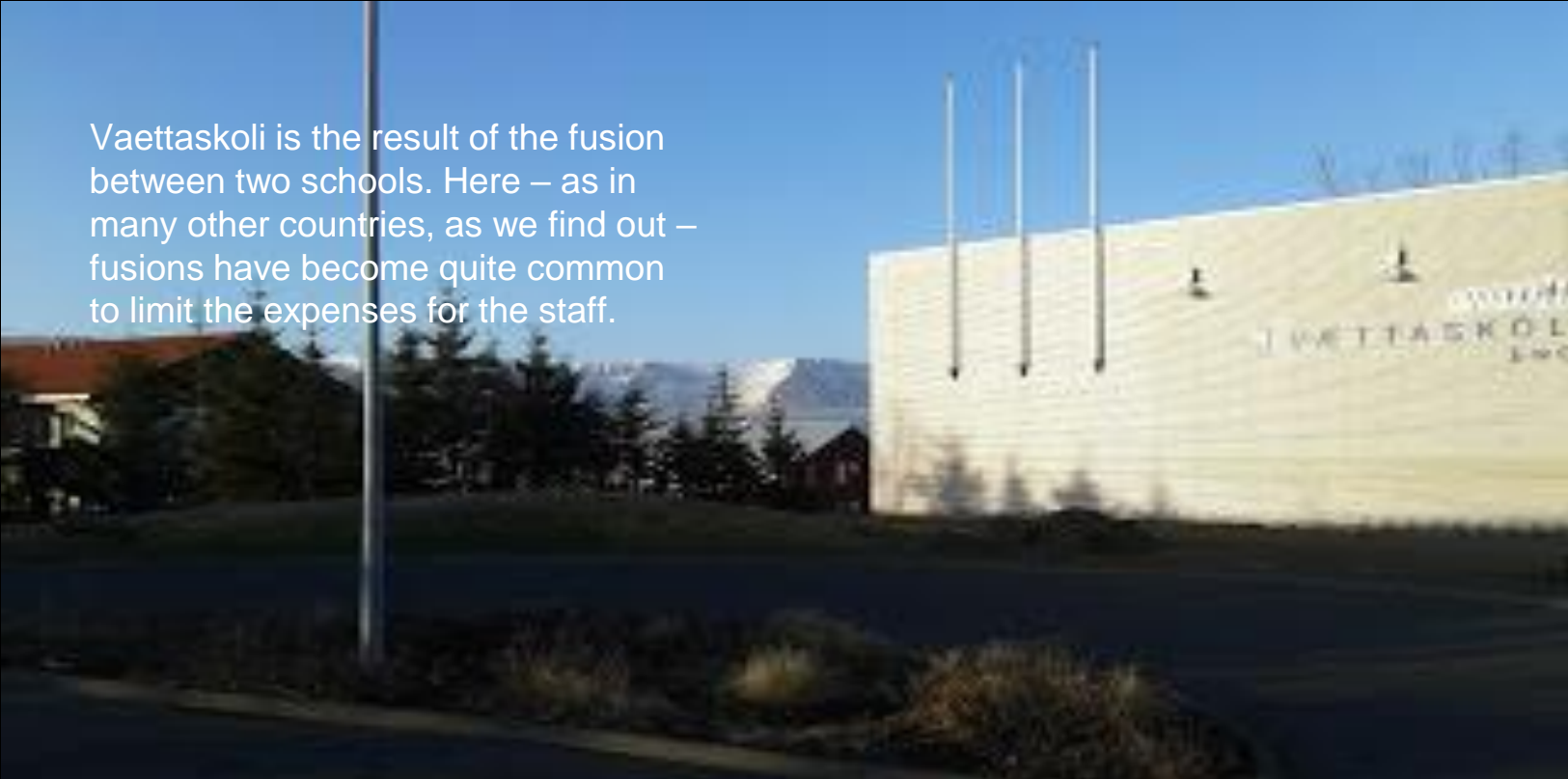
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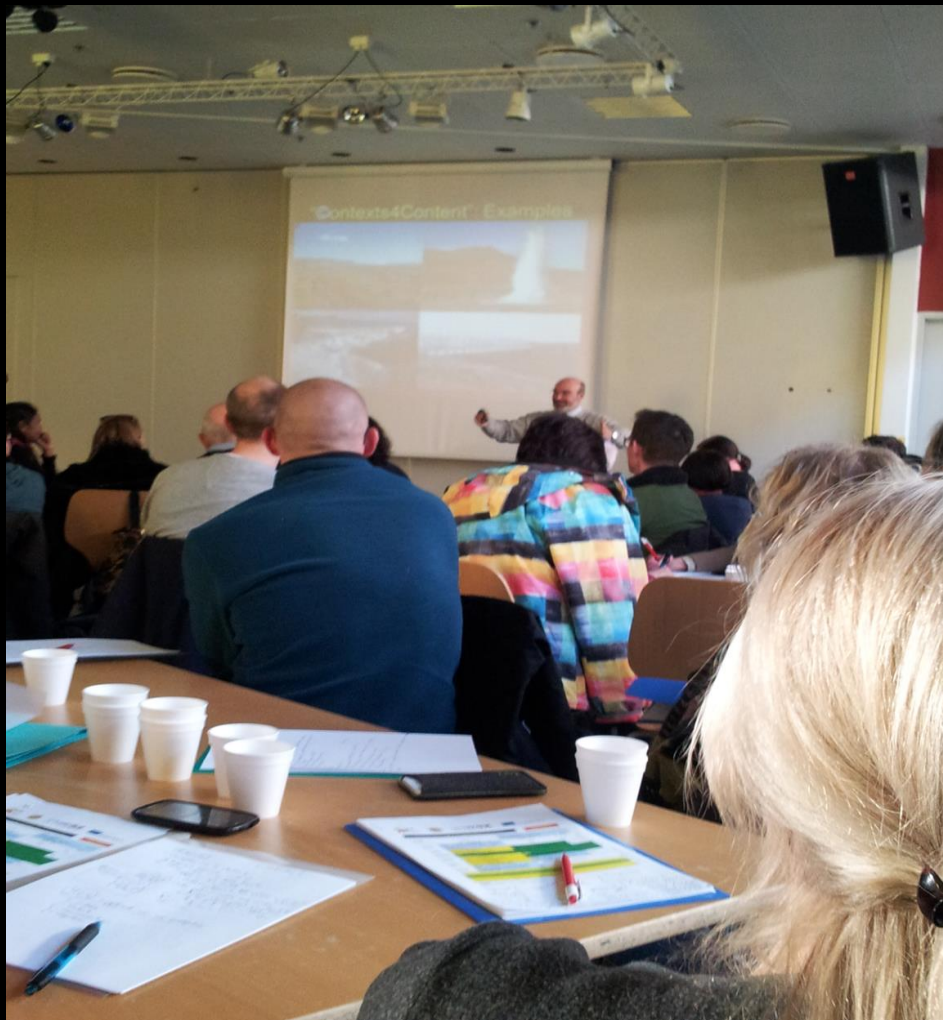


Study Visit to ICELAND April 2016



Vaettaskoli is the result of the fusion between two schools. Here – as in many other countries, as we find out – fusions have become quite common to limit the expenses for the staff.

OUR HOSTING SCHOOL VATTASKOLY SCHOOLEREYKJAVIK-ICELAND
April 2016

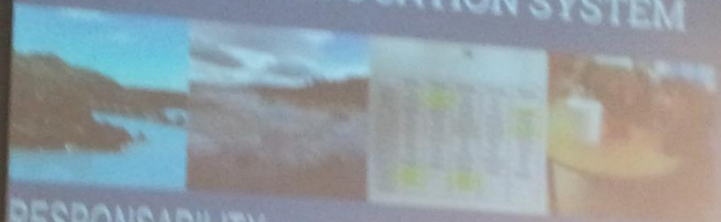


WE were 74 from any part of Europe and were divided in group.
Icelandic organization starts from here. No dissonance



Nice day. I feel much more confident. I was surprised to meet so many people. All of them seem so eager to find out something inspiring. A nice, determined headmistress illustrates proudly the successes and achievements of her school. I asked-asked-asked... "may be too much". Interesting explanation :about the 20% of curriculum devoted to other courses and activities. The evolution of the process rather than of results; the autonomy of the headmistress to choose the teachers; teachers are also employed on the basis of their skills and not always with the subject they teach. Nice atmosphere, good interaction. Some cultural curiosities presented by the teachers will motivate me as well.

ICELANDIC EDUCATION SYSTEM



RESPONSABILITY

INDEPENDENCE

OWN CURRICULUM

MONITORING

FLEXIBILITY

Our Mission Statement

We the willing led by the unknowing,
are doing the impossible for the ungrateful.

We have done so much for so long with so little,
we are now qualified to do anything
with nothing.



Teachers are hired directly by the school. Within the first 4 months they can be fired. If they meet the necessary requirements they stay, and after 2 years they can get a permanent job.

They can teach whatever subject suits them, even subjects they have not studied at university but that they feel like sharing.

Their hobbies are especially useful to activate the afternoon courses: each student has to choose among a range of possibilities, that at Vaettaskoli are about 70, from fishing to English, from dancing to chess to wood-working.

The school's primary aim is the well-being of students. Johanna is proud that in the past year the students of her school have reduced drinking, drug consumption and drop-out rate.

Today it's the time for the first visit to school ..NamsflokkarReykjavikeris our destination. The principal and her assistant have given us a precise presentation of the Danish model the school is based on. The school is mainly addressed to adults who have lost their way. They are here for rehabilitation. They provide different types of courses: Maths –Literacy and English or other type of courses. The premise looks like a house where people find their serene place for learning. In the afternoon the visit to the National Museum...now new historical events are clearer to me.



It's the day for field project. The Golden Circle: Thingvellir, Geiser and Gullfossour destinations. Great discovery. Iceland was the site for the first Parliament. Geyser and Gullfoss are the best example to appreciate the Icelandic environmental sustainability.





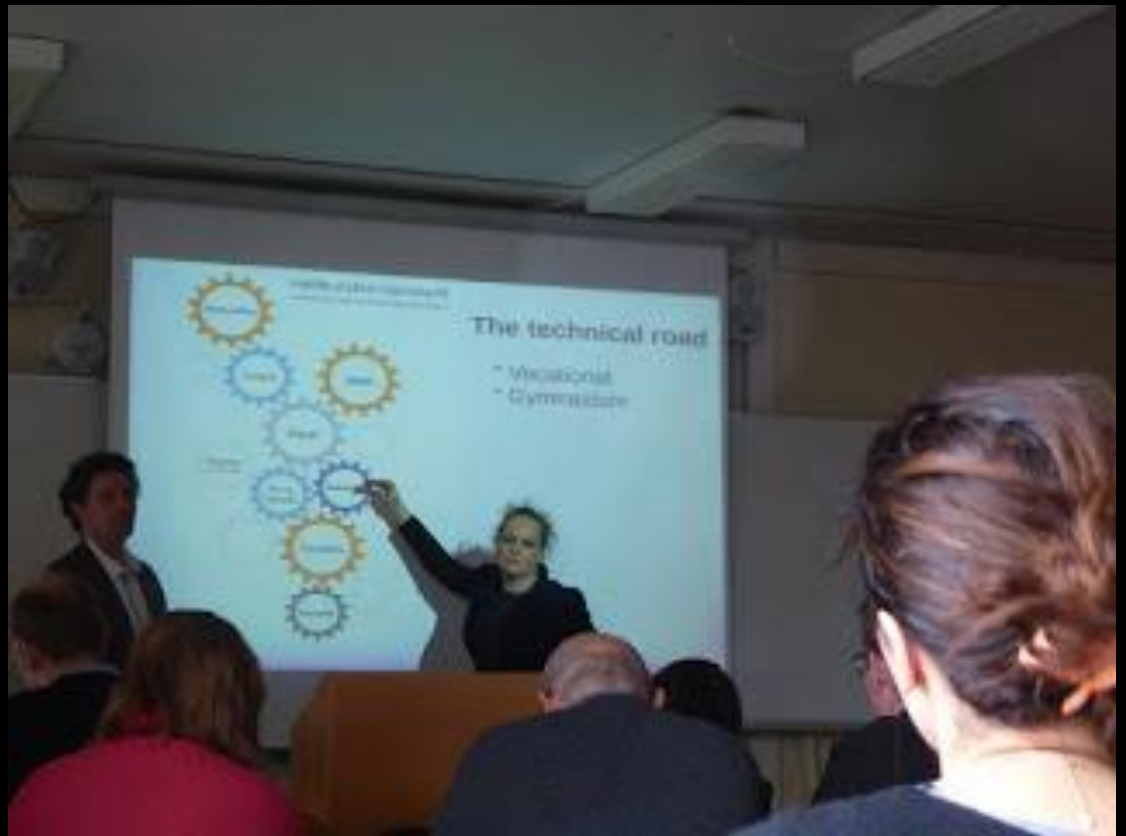


Besides all the view and the feelings, there are the stories. Hundreds, thousands of them. Each place has loads of stories to tell. The invisible people, the trolls, the elves, the Yule Lads. Stones are petrified people, waterfalls tell stories of impossible loves or of the determination of a poor woman who did not want to see nature transformed into power plants. This is possibly the most impressive thing of the day. It is often said that Icelanders believe in the existence of other beings. It is now probably less difficult for us to understand why.

Framhaldsskoli Mosfellsbaer.
They adopt the model of King
College. The Key word is Formative
Assessment. Students evaluate
themselves through Peer
Education. Environment and
sustainability the topic chosen for
school project. Equality, Positivity,
Flexibility.
In the afternoon it's time to
experience the blue lagoon.



3rd visit the Taekniskolin.
Two colleagues lead us
around the building.
Students here construct
their curriculum in full
autonomy. I liked this idea
of facebook page which the
two colleagues monitor and
which are used for
dropping out prevention.
In the afternoon exchange
of best practices between
schools .



The school



Non profit organization
based on a service contract
with the Ministry of
Education

Owners

- The Federation of Icelandic Fishing Vessel Owners
- Federation of Icelandic Industries
- Icelandic Energy and Utilities
- Federation of Icelandic Vessel Owners
- The Club for Craftman's Skillst Trade









We visited the place where the two tectonic plates - American and Eurasian - are clearly visible. The two continents meet here, or better they split here at a speed of 2 cm a year. The same speed of the growth of our fingernails.



And here is our group, filling the gap between the two continents.



Dissemination.





Wonderful experience ..I got ideas for future teaching, developed my knowledge and above all I think I can establish future collaborations with other professionals. I improved my knowledge about the culture and society of the host country.





AFTER THE MOBILITY:



Mrs. Urso has become coordinator of a 5 school net ENTITLED E-CLIL and with Mr.Gallo and Mrs Mariolo are supporting the online training for teachers on Moodle.

Two courses on digital devices - Google suite - delivered by Mr Marino are being held.
it.

From the study visit in Iceland two proposals of KA2 projects came out and will be presented at the end of March,

a Consortium of 5 school coordinated by Einaudi Pareto has been presented in the KA1 Vet staff and Learners mobility.

A partnership for adults' teachers has been Joined

Other 4 teachers from ADULTS COURSE HAVE BEEN ON MOBILITY .

A course of English language is at the moment running and some teachers from our school are attending

