



ISTITUTO COMPRENSIVO *MARGHERITA HACK* MANIAGO



Erasmus+



ERASMUS +

SETTORE ISTRUZIONE SCOLASTICA

ATTIVITA' KA1 - STAFF MOBILITY

Attività KA1

Mobilità per l'apprendimento individuale

Accordo n. 2014-1-IT02-KA101-002019

CUP J63D14002460006

ANNO SCOLASTICO 2014/15

HOW TO MAKE YOUR SCHOOL MORE INTERNATIONAL?



BENALMADENA
15-20 MARZO 2015



KA1 Erasmus plus course

How to make your school more international

Benalmadena (E)

16 Æ 20 marzo 2015

Tailor made.

The programme of the course is tailor made.

The participants choose min. two and max. five topics.

The course lasts seven days. Seven specific topics will be introduced each day.

The participants follow the general introductions each morning (one hour) and are free to concentrate on the topic of that day or on other chosen topics

Topics.

1. Developing a school policy plan on internationalization. Day 2
2. How to become a good coordinator of internationalization? Day 2
3. Developing formats of international project work (both f2f and virtual). Day 3.
4. How to set up a multilateral, bilateral, Regio Partnership in Erasmus Plus and how to apply successfully for a Erasmus Plus grant. Day 4
5. How to develop the European and international dimension in the curriculum. Day 5.
6. How to develop the intercultural competences of the teachers taking part in international projects. Day 6
7. How to take part in global virtual projects with schools in Asia? Day 6.

È L'ALBA DI UN NUOVO GIORNO A SENSARA

PARTECIPANTI:

Insegnanti Primaria

Insegnanti Secondaria

Dsga Mara Bonitta

Daniela Di Luzio

Anna Maria Locatello

Angela De Nicolo

Chiara Gallo

Istituto Comprensivo di Maniago

Methodology to be used for each of the topics.

Information. A general introduction on each of the topics. (One hour)

Sharing. Participants share experiences and expertise on the topic.

Creating output. Working individually or in groups on a concrete product to be used in the own school

Preparation

Participants will fill out an intake form so that we can design the course as much as possible according to the level of experience and the concrete wishes of the participants.

A Mixt community will be set up one month before the course

Validation

The course participants will get a certificate of "Coordinator of internationalisation" . The course certificate will include a list of competences acquired and of intellectual outputs (in progress or completed)

Post course support

The participants will have the option to take part in two Videoconferences of each 90 min. Each if the Videoconferences will deal with one topic.

The course fee includes

40 hours of tuition and support (7 days)

Pre-course activities

Post-course support

Materials

IN VIDEOCONFERENZA CON FRANS SCHMIDZ

How to develop the European and international dimension in the curriculum



WORKING GROUPS: ideas on how to develop a school policy plan on internationalization



Trainers

1. Ludo Mateusen

Ludo has a long experience as in-service teacher training on internationalization.

He has developed courses on internationalization of schools for the University of Leiden (Netherlands) 1993-1998 and for the Cath.Univ.Leuven (Belgium) (1998-2005). He has given blended learning courses on 'How to write a school policy plan on internationalization'(2006-2012).

2. Frans Schmitz.

Former principal of Udens College (Netherlands)

Former chairperson of the committee of internationalisation of the VO-raad (network of principals Secondary Education Netherlands)

3. Jan Hormann

Former international coordinator at the J.P. Thijssen College (Netherlands)

International coordinator of Eumind projects

Initiator and coordinator of Comenius projects at his school

E-twinning ambassador

National prize E-Twinning 2014 with the project

WORKSHOP ON INTERNATIONAL COMMUNICATION AND COMPETENCES

Atlas of European Values

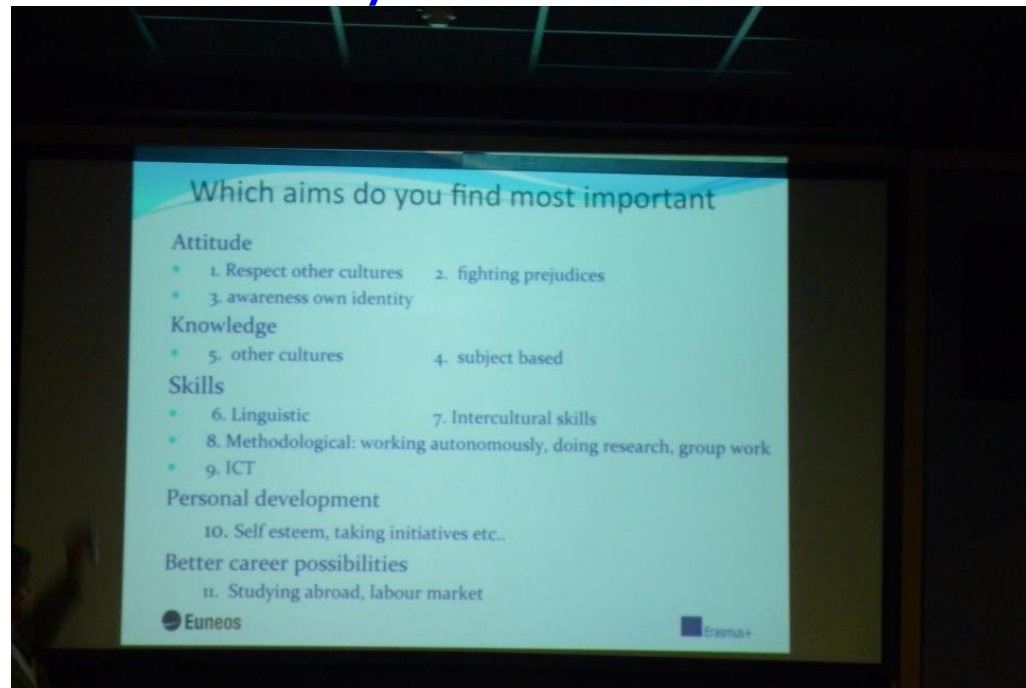
Eumind. Mission statement

- intercultural communication
- respect for different cultural values
- global citizenship
- social responsibility
- awareness of environmental issues
- understand the complex issues of poverty and actively help those living in impoverished conditions



How much
international do you
feel?

Which are your aims?



ESEMPIO

Topic 1. Developing a school policy plan on internationalisation

Topic description

Developing a school policy plan on internationalisation.

Mission statement, aims, organisation at school level, short and long term policy, ICT in internationalisation, quality assurance and evaluation of international projects, information and dissemination, training/courses/networking,

Presenting

The format and guidelines for the process.

Presenting examples.

Sharing

Are there examples of school policy plans?

Creating intellectual output

Participants can work individually or in smaller groups on a draft of the own school policy plan.

Competences acquired

1. I can provide an actualized activity plan.
2. I know how to develop a vision on international cooperation together with the relevant groups in my school.
3. I can follow the developments in the field of internationalisation and translate these into advices and concrete proposals.
4. I can link the mission of the school to the goals of internationalisation.
5. I am able to gear these goals to other policy measures, such as e.g.: language policy, bilingual education policy.
6. I can define a relevant list of internationalisation goals, applicable to the school, (Knowledge/Skills/Attitude) both for students and teachers, and for the school as a whole.
7. I know plenty of possible activities (both virtual and in connection with mobility) that can be executed in cooperation with partner schools.
8. I am acquainted with the subsidy channels and schemes (both national and European).
9. I know how to use the subsidy channels and schemes for the activities of the own school.

INTERCULTURAL DIFFERENCES

“ DO CULTURES MEET?





CULTURES DON'T
MEET...

...PEOPLE DO!



Common Framework for Europe Competence (CFEC)

Common Framework for Europe Competence (CFEC)						
Credit level:	1	2	3	4	5	6
Domain EIO-1 I am an informed European citizen who can access, process and evaluate knowledge relevant to Europe and the wider world, and act upon it.	I have basic knowledge of the geography in Europe and a general idea of European history. EIO-1.1.1	I have an idea of the variation within Europe (per country: natural condition, size of population, language, affiliation to EU or other supranational institutions). EIO-1.2.1	I understand shared concepts such as democracy, citizenship and the international declarations expressing them. EIO-1.3.1	I understand the structure and function of European and international institutions (EU, CoE, UN, Nato etc.; in relation to each other and to national/regional affairs). EIO-1.4.1	I have informed opinions on the whole process of European integration and the social / economic / environmental problems which arise from that, for Europe and the wider world. EIO-1.5.1	I know in which fields European and international institutions exert an important influence, and can explain the consequences for citizens, giving concrete examples. EIO-1.6.1
	I can collect and organize general information on Europe and the wider world. EIO-1.1.2	I can collect and organize information on current European and international affairs. EIO-1.2.2	I can give an outline of the history of European integration, and can relate European key figures to certain events. EIO-1.3.2	I can access and process information from different foreign media about topics with a supranational / international dimension. EIO-1.4.2	I can relate the values Europe stands for (such as: peace, democratic decision-making, separation of religion and state, economic prosperity) to what they mean to me personally (my rights and responsibilities). EIO-1.5.2	I can defend my opinions on European affairs in discussions with others with well-informed arguments. EIO-1.6.2
	I am aware of the principles of democracy in European countries. EIO-1.1.3	I can share knowledge with my classmates on my own country (politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe. EIO-1.2.3	I can share knowledge about a broad range of European countries with other students abroad. EIO-1.3.3	I form my own opinion about critical European and international issues (such as enlargement, constitution, globalisation etc.) and the consequences for citizens. EIO-1.4.3	I take an active role as a European citizen at school and in the community. EIO-1.5.3	I have an idea of the importance of lifelong learning and the steps to take towards personal fulfilment, active citizenship and employability in Europe. EIO-1.6.3
Credit level:	1	2	3	4	5	6
Domain EIO-2 I can communicate effectively and cope in everyday life in a European / international setting.	I know how friends in other countries communicate with each other, about which topics, and can join in. EIO-2.1.1	I know how daily life in a family in another country is structured. EIO-2.2.1	I know how family and friendship relations in another country work. EIO-2.3.1	I am aware of rules and responsibilities of students at a foreign partner school and in the local community. EIO-2.4.1	I find my way to institutions in the partner schools' city or region that provide information about living and working in the community. EIO-2.5.1	I know how to access international information about how to live, study and work in another country. EIO-2.6.1
	I am aware of the diversity of languages in Europe and beyond and know basic aspects of at least two languages other than my mother tongue. EIO-2.1.2	I try to learn the basics of a language other than my mother tongue (and other than the common language of communication) of a partner student. EIO-2.2.2	I can express my own opinions, needs, feelings and communicate coherently about them in a common language of communication with my peers from other countries. EIO-2.3.2	I can apply different communication styles in a common language of communication to different intercultural settings. EIO-2.4.2	I can identify and interpret explicit or implicit values in my own or others' communication in a common language. EIO-2.5.2	I can discuss controversial international issues with people from other backgrounds in a common language, while acknowledging differences in norms and values. EIO-2.6.2
	I can connect with persons from Europe and other parts of the world. EIO-2.1.3	I can show respect (verbally and nonverbally) for the opinion of persons from a different cultural background. EIO-2.2.3	I can talk about how stereotypes and discrimination work, in a multicultural group. EIO-2.3.3	I can adapt to other ways of communication during a stay abroad, without giving up my own identity. EIO-2.4.3	I am confident in my communication with others in a common language (even if I make mistakes) while I try to improve further. EIO-2.5.3	I feel motivated and prepared to take initiative towards future study and work in a European / international setting. EIO-2.6.3
Credit level:	1	2	3	4	5	6
Domain EIO-3 I can collaborate constructively with peers from other countries on a common thematic task or project.	I know sites and expressions of common (European or world) heritage in my country and the country of my peers. EIO-3.1.1	I can find and compare with peers information from our countries on selected consumer affairs (such as price levels or protection of consumers' rights). EIO-3.2.1	I can find and compare with peers information from our countries on our national attitude towards selected European and international topics. EIO-3.3.1	I know which topics cannot be solved on a national scale, and research one topic in its European and global dimension across several countries, together with peers. EIO-3.4.1	I understand how national and/or international decisions effect shared objectives (such as Millennium Development Goals, sustainability etc.), and how this is seen in my and my partners' country. EIO-3.5.1	I can find out and evaluate together with peers abroad where and how I can continue my studies internationally. EIO-3.6.1
	I can use e-mail to present myself and my interests and hobbies and request the same information from my peers in other countries. EIO-3.1.2	I am internationally computer literate, and use the Internet for chats, forums, searches within a common project with peers abroad. EIO-3.2.2	I know how to negotiate and act according to a 'code of conduct' during exchanges with partner students abroad or online. EIO-3.3.2	I can carry out and evaluate tasks together with students from other countries, in face-to-face meetings (abroad or via skype or video-conferencing). EIO-3.4.2	I can participate actively in planning and running a new project with groups/teams of students and teachers from other countries. EIO-3.5.2	I can contribute actively to the project management and administration of international activities in an educational setting. EIO-3.6.2
	I show interest and respect for others in Europe and the wider world. EIO-3.1.3	I am aware that how persons from other cultures act, might arise from different norms and values than my own. EIO-3.2.3	I exchange my opinions about European and international affairs with students from other countries, and learn about different points of view. EIO-3.3.3	I can cope with problems arising in collaboration with students and teachers from other countries. EIO-3.4.3	I initiate and organize an individual learning period (such as a course or internship) abroad. EIO-3.5.3	I participate actively in debates, simulations or other events in the public domain in Europe and the wider world. EIO-3.6.3

ALL TOGETHER



BENALMÁDENA PUEBLO



BENALMÁDENA PUERTO

STORMING WEATHER...



BRAINSTORMING



DEVELOPING CONCRETE PROJECTS AND PROJECT SCENARIOS IN MALAGA



What did you learn this week?

Zoom us!

MANIAGO'S GOT TALENT



Istituto Comprensivo di Maniago

IN VIAGGIO



***Lentamente muore chi non
viaggia,
Chi non legge,
Chi non ascolta musica,
Chi non trova grazia in se stesso.***

Pablo Neruda

Istituto Comprensivo di Maniago