

Erasmus+ TPM1 – Let me think/Let me be my self – Visit at Madeira – Timetable

Monday 16 th Funchal	Tuesday 17 th Funchal	Wednesday 18 th Funchal	Thursday 19 th Funchal	Friday 20 th Funchal
Each team buy their own transport from airport to hotel	09.30 Transport to school by walking/car/bus?	09.30 Transport to school by walking/car/bus?	09.30 Transport to school by walking/car/bus?	Each team buy their own transport from hotel to airport
Arrival team Denmark 15h55 15th Arrival team Romania 16h05 17th Arrival team Greece 9h35 ??,?? Arrival team Portugal, Porto Check in at Hotel Windsor	10.00 *1 Working session Welcome and presentation Guided tour at school	9.45 *6 Working session Classroom observations	10.00 *10 Working session Catch up what we missed in other working sessions	Check out at Hotel Windsor
	11.00 Break	11.15 Break	11.00 Break	Departure team Denmark 14h40
	11.15 *2 Working session Dialog of expectations	11.30 *7 Working session Vision and Project Idea	11.15 * 11 Working session Evaluation and success criteria	22th Departure team Romania 9h30
	13.00 Lunch at school (About 5 €)	13.00 Lunch at school (About 5 €)	13.00 Lunch at school (About 5 €)	Departure team Greece
	13.45 *3 Working session Information about each country, school system and school	13.45 *8 Working session Mile stone plan and student communication	13.45 *12 Working session Work until visit in Denmark	??,?? Departure team Portugal, Porto
	14.30 *4 Working session Team building 1	14.30 *9 Working session Team building 2	15.00 * 21 Culture session Old Town – visit relevant monuments – Starting in S. Tiago Fort and finishing at Cathedral	
	15.30 *5 Culture session Cable car to Monte – 16€ + Monte Palace Gardens 10€	15.30 *5 Culture session Formosa Beach (if you want bring swimsuit) Little walk of 3km close to the sea Taxi – about 10€/ Bus		
*0 Working session at home Preparation before TPM1 /all	17.00 Free time and daily national evaluations	17.00 Free time and daily national evaluations	17.00 Free time/time to pack and daily national evaluations	
19.30 Dinner Taberna da Madeira	19.30 Dinner O Tasco	19.30 Dinner Free to choose	19.30 Dinner at Hamburgueria do Bairro Goodbye – see you soon in Denmark©	

School: Escola Básica dos 2.º e 3.º Ciclos dos Louros, Rua dos Louros, Santa Maria Maior, 9060-180 Funchal

Contact: Mrs. Alexandrina da Cunha Gonçalves, Cell phone: +351291206340/+351962967360 or Mr. John Larsen, Cell phone: +4523303624

** Clothes in accordance to the weather

➤ ***0 Working session – Preparation/all**

- Each partner school will prepare and reflect about the aims, the objectives, the distribution of responsibilities, the results to be assumed during the partnership using following strategies:
 - a) Getting to know each other,
 - b) trust,
 - c) open communication,
 - d) cooperation,
 - e) recognizing strengths,
 - f) areas for improvement.
- Each partner school will build an organizational team for the implementation of the project administrative activities (administrative staff are the backbone of the project, performing the types of tasks which can be too time-consuming for teachers to perform, such as data entry, scheduling, budget management, all practical and logistic matters of the meetings to be addressed, cooperation in the monitoring, evaluation and dissemination activities).
- Each partner school will register all partner schools in eTwinning and provide a twin space for the project.
- Each partner school will prepare presentations to share during the first meeting.
- Each partner school will establish an information corner in every school to make the project visible for pupils, parents, staff and visitors and give information to a local community about the project.

○ METHODOLOGY

Organizational learning is defined by that organization learns something it could not do before. This represents about changes in the organization (our) behavior that is fundamentally based on knowledge and experience that aims to improve the organization's way to achieving the goals it has set. In organizational learning is perceived 'knowledge' as something the organization's stakeholders in mutual interaction acquire / create together. This knowledge can be either 'silent' practice knowledge, resulted in new patterns of behavior or explicit knowledge that are embedded in the culture artifacts, values and basic assumptions. Thus, organizational learning and cultural development are closely linked.

○ LEARNING THEORY BY KOLB (AMERICAN)

Workplace learning is often based on practical experience, where the starting point is to use the experience in and from practice in ways that makes more sense, and where the new behavior is more rewarding for the learners in the organization than the former one. This kind of learning is defined as cognitive learning, where the individual is an active partner in relation. To control what happens in the environment and then apply the best possible in relation to their own learning.

Psychologist David Kolb's cognitive theory lends itself particularly well to the analysis of this approach to learning as he sees learning as a cyclical process closely linked to the practice, which it learned to use.

In Kolb, learning takes place when the learner actively reflects on the experience and use it to test the hypotheses that generate new knowledge / practice. Learning occurs then, when you make a change in behavior based on the stages that you work in the cyclical process.

Kolb's approach to learning is interesting and relevant to us because it is our assumption that much learning in schools, both among managers as of teachers, potentially done based on concrete experiences.

○ LEARNING THEORY BY WENGER (SWISS)

Wenger's theory of learning in communities of practice can be described as descriptive as he on a large empirical basis has analyzed how learning occurs situated in communities of practice, with no side giving an idea of how managers can translate theory into practice.

Wenger's socio-cultural learning theory learned knowledge of the situations they are carried out, and it depends on the learner has access to the communities in which the practice is conducted. Learning occurs situated through communities of practice with asymmetric power relations are hierarchical, depending on the participants' knowledge and skills, the most experienced called 'nestor', while the least experienced termed 'novice'.

Learning in a team going for example, by the members are working toward the core of the community where the most experienced closest to the core. There may be participants, defined as boundary objects, because they can go in and out of the community of practice and disseminate knowledge and experience from one community of practice to another. You can not be passive in a community of practice - all participants must contribute, but in different positions compared. The theory of communities of practice reflects a social constructivist approach to learning, as learners in the community of practice mutually situates each other's positions and power in the interplay of creating a joint third, namely the development of a new practice.

The very fact that skills learned in the situations they are exercised means that Wenger's theory is meaningful for us because many of the arenas we have created for learning in our organization are conducted in teams, where the goal is to develop / learn common practices for example through knowledge sharing. The approach of situated learning becomes relevant as learning in teams potentially via social practice and interaction between team members. It makes, among other things applicable in professional teams.

It is our intention in this project to have teachers and leaders to engage in communities of practice.

- METHODOLOGY (AGAIN)

In this project, we will use Wengers theory and Kolb's theory with the learning cyclical process:

- 1) Experience,
- 2) reflection,
- 3) conceptualization,
- 4) activities and experiments.

With this methology and theory we try to improved our relations all through the project by working together and having social/cultural happenings together.

- ***1 Working session (60 minutes)/**

- Welcome/Alexandrina (5 minutes)
- Presentation each team/participants/all (35 minutes/5 minutes each team)
- Presentation of the timetable at Madeira in Portugal/John (10 minutes)
- Presentation of the work sessions (Topics/What we are going to do)/John (10 minutes)
- Guided tour at school

- ***2 Working session - Dialog of expectations (105 minutes)/John**

- Expectation for dialog, decisions and leadership
- Expectations for coordinator's temporary absence: A second coordinator will be appointed during the first meeting in order to face this possible risk - which school and name/participant is ready to take over from John?
- Expectation to use English as communication language
- Expectation to budget cut and student participation - will and can we manage to bring 2 or 4 students from each school to some TPM's by private hosting and the students buy their own flights etcetera?
- Expectation for economics - what will the host pay and what does the participants pay?

- The host pays lunch, snacks etcetera – we are all going to be host?
- The visitors and host pay by team their share per person of dinners inclusive drinks or do we pay individual?
- The visitors and host pay by team their share per person of culture for example guided tours, cultural events
- The visitors pay flights, transport to/from airport and their rooms at hotel
- The host estimate a budget for the visitors with expected prices for hotel rooms, dinners, culture etcetera
- Expectation for timetable – do we start at time and do we end at time or?
 - Is starting time each day okay?
 - Is break, lunch and dinning time okay?
 - Do we need more time for working sessions or culture or other things?
- Expectation to working and culture sessions
- Expectations for project group with one responsibility leader or teacher from each school
- Expectations for a mile stone plan
- Expectations for the impact we desire to have is:
 - 1) At local level, we will involve the local authority when we will speak about the path to show to foreign colleges and students. They will help the project to have the expected results and so they will use the same methodology to create different kind of paths to offer to the students.
 - 2) At National level, we will send the final report and results about the work done to the National Agencies to be used in other contexts as well. If relevant the University College Sjælland will shared the experiences with other universities.
 - We do not await for an international effect, politics will be involved only later on. At the moment, our priority is implementing new practices, adapting them to our students and our teachers and involving the families.
- ***3 Working session – Information about each country, school system and school (45 minutes)/all**
 - Each school does a short presentation (oral/slide show/movie) about their country, their education and school system and their local school - maximum 6 minutes each/all
- ***4 Working session - Team building (60 minutes)/Morten**
- ***5 Culture session/Alexandrina**
 - Learn about the variety of European culture by visiting important local cultural and historical places in each partner country
 - Learn English as a communication language
 - Learn a few basic vocabulary in the languages of the participants
- ***6 Working session – Class room observations (105 minutes)/Alexandrina and John**
 - Observations to gain experience and knowledge of different teaching methods using ICT
 - Dialog and discussion with possibilities to
 - develop teaching models to support the students' learning strategies
 - identify and develop ICT strategies and methods to help all students, in particular students at risk, increasing their motivation for continuing their education
- ***7 Working session – Vision, project idea and responsibilities (105 minutes)/John**
 - Aim
 - Objectives
 - Task and responsibilities distribution

- Italy - Maniago will be responsible for the written documentation with pictures at the end of each mobility (3-5 pages including pictures) and prepare the final written documentation with pictures (15-20 pages) of the whole project.
- Italy - Cava De Tirreni will be responsible for the evaluation/feedback at the end of each mobility and prepare the final survey to evaluate the project.
- Trikala - Greece
 - 1) The school will be responsible for the website with all materials from the whole project.
 - 2) The school will be responsible for logo contest and an anthem contest.
- Targu Frumos - Romania will be responsible for Europass.
- Porto - Portugal
 - 1) The school will be responsible for the video documentation at the end of each mobility and prepare the final video documentation of the whole project.
 - 2) The school will also be responsible for supporting coordinator school with project management including support to midway report and final report.
- Funchal - Madeira - Portugal will be responsible for newspaper created by students.
- Who can take responsibility for all communication between students by using eTwinning/EPALE etcetera?

- Each school is responsible for the local activities such as
 - 1) establish Erasmus Plus corner at school,
 - 2) make a short presentation (PowerPoint) about their country,
 - 3) make a short presentation (PowerPoint) about their systems of education and curriculum,
 - 4) make a short presentation (PowerPoint) about their school,
 - 5) make a short guided tour at each school,
 - 6) organize observations in classrooms under the special aspect of using ICT,
 - 7) organize the possibility to exchange, discuss and develop teaching models to support the pupils' learning strategies,
 - 8) contributions to the webpages in form of pictures, videos, presentations etcetera,
 - 9) each partner assumes responsibility for preparing meetings, which will take place in their own country (timetables, transport, activities, workshops, work meetings, cultural events etcetera).

- Each organization will create a written strategy to increase the social inclusion for students in dyslexic difficulties and a written strategy to reduce the early school leaver rate.
- We will promote the project in the medias as newspapers and/or local radio stations and/or television stations.

- ALL PARTNERS
 - Local communities and city councils will be used for a wider communication and information about the projects' goals and results.
 - Local companies will be used for communication and inspiration.
 - Concrete results, products and examples of work will be presented on EST (European Shared Treasure).
 - Information about the project will be offered to local newspapers.
 - Publishing information on the schools homepages (text, photos, videos).

- ***8 Working session – Mile stone plan (45 minutes)/John**
 - Planning the whole project with milestone plan/working plan
 - Planning teacher training in Denmark from 14th to 20th of January 2018 with 5 working days
 - Planning student communication - the communication between students will start at eTwinning and perhaps EPALE

- ***9 Working session – Team building 2 (60 minutes)/John**
- ***10 Working session – (105 minutes)/John**
 - Catch up what we missed in other working sessions
- ***11 Working session – Evaluation and success criteria (45 minutes)/Emma and John**
 - Evaluation - At the end of each activity as an evaluation, we will ask the involved persons about their opinion about the activities. The evaluation will be oral and based on dialogue. What was good and worth keeping to next activity? What can we improved to next time?
 - During the mobilities, we will make time to daily national evaluations.
 - At the end of each activity as an evaluation, we will use survey/questionnaires of custom satisfaction. This indicator too can be divided in to two different analysis:
 - 1) The participant’s satisfaction
 - 2) The process effectiveness (on the impact and on the results)

We will make evaluation/feedback at the end of each mobility with a survey. The survey will be designed with statements with a score from 1 (very bad), 2 (bad), 3 (okay), 4 (good) and 5 (very good) about the most important issues in the mobility.

Possible examples:

- 1) The host planned working sessions according to the project.
 - 2) The mobility inspired me to increase the social inclusion for students with dyslexia difficulties by using ICT tools.
 - 3) The mobility inspired me to increase the motivation of all the students, and by that reduce the early school leaver rate.
 - 4) The number of documentation/files uploaded to project website is appropriate.
 - 5) My students have communicated by using eTwinning.
- And we will make a the final survey to evaluate the hole project. Students, teachers and staff involved must be satisfied with 4 points out of 5.
 - Success criteria
 - 80 % of student’s evaluation about improvement of English skills is between 4,0 and 5,0.
 - 80 % of student’s evaluation about improvement of about the local culture and historical places in partner country is between 4,0 and 5,0.
 - 95% of student’s evaluation about better social inclusion for students in dyslexic difficulties (and students in other learning difficulties) by using ICT tools is between 4,0 and 5,0.
 - 95% of student’s evaluation about stay in / do not drop out of school is between 4,0 and 5,0.
 - 80 % of teachers evaluations about improvement of increasing the social inclusion for students in dyslexic difficulties (and students in other learning difficulties) by using ICT tools is between 4,0 and 5,0.
 - 80 % of teachers evaluations about improvement of increasing the motivation of all the students, and by that reduce the early school leaver rate is between 4,0 and 5,0.
 - 80 % of teachers evaluations about improvement of English skills is between 4,0 and 5,0.
 - 100 % of organizations evaluation about making a written strategy to increase the social inclusion for students in dyslexic difficulties is between 4,0 and 5,0.
 - 100 % of organizations evaluation about making a written strategy to reduce the early school leaver rate is between 4,0 and 5,0.
 - All evaluations will be included at the project website.

➤ ***12 Working session – Work until visit in Denmark (60 minutes)/John**

- Establish Erasmus+ corner at each school
- Establish communication between the students
- Denmark prepare the visit in Denmark
 - Researcher René Boyer Christiansen and/or researcher Karsten Gynther from University College Sjælland will give lessons in 'old' and 'new' ICT tools to increase the social inclusion for students in dyslexic difficulties and to increase the motivation of all the students, and by that reduce the early school leaver rate
 - We will create knowledge of different new ICT tools, knowledge about students in dyslexic difficulties (and students in other learning difficulties), show concrete experiences of the different software to increase the social inclusion for students in dyslexic difficulties (and students in other learning difficulties), show concrete experiences of the difference of teaching in the partner schools by classroom hospitalation, show concrete experiences with the CLIL methodology (Content and Language Integrated Learning), show concrete experiences with action learning with a teacher done by vice headmaster and create positive effects for each school by discussing, exchanging and developing ICT teaching models with European partners