



Education and Culture DG

Lifelong Learning Programme

2009 – 2011

Term 2 Newsletter

Opening Learning Gateways



Our Second Comenius visit was held in Wales between March 1st – 4th 2010. On March 1st the Comenius group came to Mynachlog Nedd Junior School and experienced St David's Day .(The Welsh National Day) They listened to traditional tales, music and songs and ate traditional Welsh foods. During the week they had opportunities to talk with children, visit classes and observe teaching and learning. Many meetings were held to discuss learning styles and strategies, pupil inclusion, results of baseline questionnaires and our Fronter Comenius community website. Presentations were made and ideas were discussed for future visits. Many local education authority representatives attended a Comenius lunch, where they had the opportunity to meet with the partners and discuss the project and the school systems in each individual country. The visit was a great success. The next meeting is to be held in Norway on May 17th 2010.



NORWAY

Lunde 10-årige skole

Newsletter 2

As mentioned in our previous "Newsletter", the cooperating countries have developed a questionnaire for each of the 2 project years. The pupils must answer each form 2 times. (Autumn and spring).

At Lunde 10-årige skole the pupils from grade 2 to 7 answered "Question formula 1" in October 2009. The project group compiled the responses. The results were presented for the teachers in our primary school in October, and for the project partner schools in France in November.

The survey shows that we should help our students to

- become more aware of what to do when they get stuck and cannot go further in their work as waiting for help can easily lead to noise.
- be diligent users of learning strategies and become more aware of the usefulness of these.

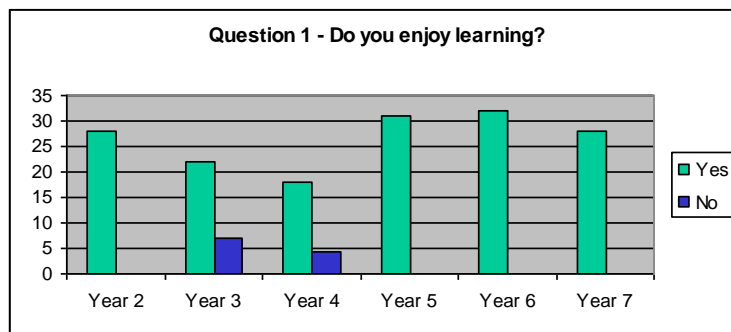
Based on these findings, our school decided to ask the cooperating schools to present strategies/methods they use to teach students to work more independently.

In addition, our school recently prepared a binding plan for the introduction of learning strategies.

A pleasant message

- The vast majority of our pupils enjoy learning.

The oldest pupils also emphasizes that knowledge is important for their own future.



Interesting discovery

- It is very likely that all Norwegian students from grade 1 to grade 4 will be offered "Homework reading at school" in the next school year. In this context it was interesting to see that most of our students prefer to learn at school. For communication on web, we have provided a log for all project schools in our LMS (Learning Management System) URL: <https://fronter.com/mtgs/>. For Further information please contact:

Anders Skoheim Andersskog@hotmail.com

Ellen Dahlseng eelidahl@online.no

Lunde 10-årige skole, Brugata 42, Lunde, Telemark, 3825, Norway

France

Jacques Prévert School

After the analysis of the questionnaire given to all the pupils in the school, we noticed two important facts :

1. **Pupils don't understand the reasons why they have to learn.**
2. **Pupils don't understand how they are learning and what prevents them from learn.**

First of all, the questionnaire highlights the fact that our pupils are not really aware of the need to become an efficient learner. They believe that they work for the teacher and they seem to think that the teacher is the only person who can help them. Considering this point (a large majority in our school), we decided to work on autonomy by elaborating strategies and methods to improve that skill.

We have developed some pedagogical tools that are an intrinsic part of our teaching:

- **Individual working plan**
- **Graphics**
- **Paired work**
- **Individual help**
- **Class meetings**

Each pupil has an individual working plan adapted to their own capabilities (amount of work and difficulty level). They have an hour a day to work on the plan and they can choose which order they complete their drills (if one is working on maths, the other can work on grammar). They have to finish their plan, that will in general, last for 2 weeks. After the pupil has finished their work on a subject (for example 8 exercises on recognising the verb in a sentence), the teacher marks the work and the pupil has to make a graphic to see what they managed to do correctly and what their misconceptions were). The graphics marked in green are the correct answers and red are incorrect answers. The graphics are translated into percentages and if the pupil has 75 % or over, they pass the test. When a pupil encounters some difficulties on a subject (scoring less than 50%), they can receive help from the teacher or from a pupil that had 75% or over. The pupils who then work in pairs have to fill in a questionnaire concerning help they received, the activities, the behaviour etc. They also have to answer the question "What colour do you think you'll get after this paired work ?". The pupils that gave help are asked "What colour do you think the one you helped will get after this paired work ?". This paired work allows the pupils to understand that the teacher is not the only person that has a part to play in learning, it also help the pupils to understand how they learn and to get an idea of what they're able to do and how they can help others.

At the end of the morning, we have a meeting in the classroom, were pupils can explain what they managed to do and what difficulties they encountered during the activities (especially during individual work). This moment helps them to put into words their difficulties and make them aware of their skills.

For Further information please contact:

Gerald Vaccaro geraldlabocca@gmail.com

Sylvain Prado sylvainprado@hotmail.com

ECOLE ELEMENTAIRE JACQUES PREVERT LORETTE, PLACE VILLEMAGNE, LORETTE, RHONE ALPES, 42420, France

Croatia

Osnovna škola "Ivan Goran Kovačić"



Slavonski Brod is 5th largest town in Croatia and IGK primary school is the oldest school. We have 497 pupils, 221 are girls. Our pupils attend classes 1-8; they are 7-14 years old. We also have 40 children who travel from the village by school bus. There are pupils with special educational needs; all of them are integrated in regular education.

There are many reasons we want to take part in Comenius project.

Firstly, Croatia is a candidate country for the EU and we are very interested in European standards in education. Our school was a pilot school for implementing the Croatian National Educational Standards, a huge change that was the first step towards European values. Now, Croatian teachers are getting ready for the national/school curriculum, a new important and demanding challenge.

Secondly, we want to learn from our European partners about many things related to teaching and learning. We expect to explore different perspectives and experiences from our European partners. We want to improve the teacher's role in fostering independent learning, the learning environment, the relationship between teachers and learners by modelling skills needed for independent learning. We want to learn about planning, assessment for learning strategies, proper motivation of children and teachers, teacher's and pupils' reflection, practical strategies in teaching, inclusive teaching and effective feedback. Finally, we want to create happy pupils and teachers in close partnership with parents.

For Further information please contact:

Rozalija Baricevic rozabari@gmail.com

Ina Babic inababic@net.hr

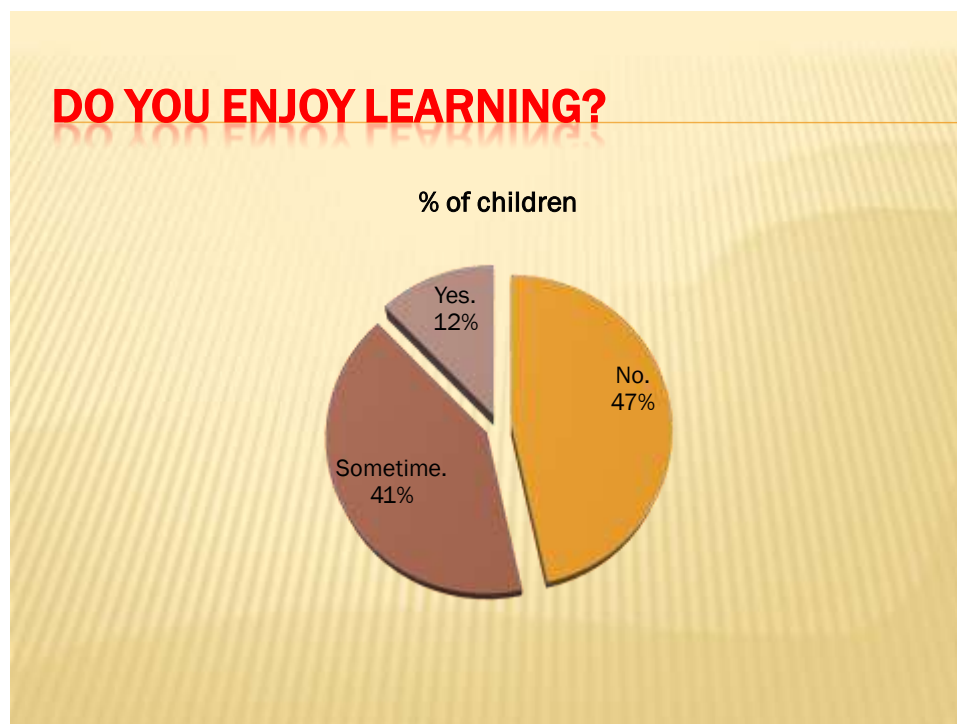
Osnovna škola „Ivan Goran Kovačić“, Badalićeva 8, 35 000 Slavonski Brod, Croatia

www.os-igkovacic-sb.skole.hr/Stage

In the primary school "Ivan Goran Kovacic", the pupils finished the first questionnaire in September 2009.

The results were presented to teachers and parents in November. As we have assumed, our results show that our students are aware of the main learning problems, but do not know the ways and strategies to overcome them nor strategies to improve their own learning.

This situation in our school and the fact that many pupils do not like to learn, we believe that by research, collaboration and application of new methods for this issue will help our pupils to become successful learners and their learning not to be something they must do and something they don't like, but something they want to do and enjoy to do.



Wales

Mynachlog Nedd Junior School

Mynachlog Nedd has been using Assessment for Learning for a number of years and the ideas are entrenched within the teaching and learning of our school. Therefore we would expect to see different results from those of our Comenius partners. By analysing the data from the questionnaires we have found that :

3. **Our pupils like to learn to enable them to get jobs.**
4. **Our pupils use the computer to improve their knowledge and help them to learn.**
5. **Being distracted by others stops them from learning.**
6. **They use different strategies to help them to know what to do next**

We are very pleased with the results of our questionnaire. However it did raise a few interesting points which we are beginning to address.

48% of our pupils stated that speaking to the teacher is the best way of knowing what to do next. We are using different strategies to combat this. Pupils are now referring to lesson objectives to understand what they need to have learn. Teacher marking informs pupils of the next step to take in order to succeed. Our main aim this year is the use of **Success Criteria**. This is a list of steps devised by both the teacher and the class that enables the pupils to see exactly what is needed to become a successful learner in a particular topic.

42% of our pupils stated that being distracted by others stop them from learning. To combat this we have implemented many different strategies such as **talk tickets** and discussing **helpful and unhelpful talk**. 20% of pupils said that being bored stops them from learning. To combat this we are making lessons more creative and give children greater ownership of what we do in the classroom. The new skills based curriculum greatly helps with this.

When asked where do you like to learn, 31% of pupils said the computer suite and 17% said outside. We timetable our computer suite which allows every class an allocated time in there at least twice a week. We are committed to outdoor learning and whenever possible take lessons in an **outdoor classroom**.

By working with our Comenius partners we hope to learn new and innovative ways to solve the issues that have been highlighted in our questionnaire. We look forward to using these new ideas, and in turn, sharing our expertise. The questionnaire will be given again to each child at the end of the academic year when we will see how successful our new initiatives have been.

For further information please contact:

Paul Morgan pm3011@hotmail.com

Christine Davies mln-c.davies@npted.org

Mynachlog Nedd Junior School, St Johns Terrace, Neath Abbey, Neath, SA10 7ND, Wales.

www.mynachlognedd.ik.org