

Report project meeting PCB Het Baken, Capelle aan den IJssel, The Netherlands, April 11-15 2018



Present:

From 13th Primary school of Kalamaria **Greece**: STELLA TZIAFETA, ANNA PAPAZAKA, KYRIAKI ARNIDOU, DIMITRA ZORBA.

From Easterfield Primary school, Fortrie, Turriff, **Scotland**: KATE HEGGIE & MEGAN BRAY.

From Sp nr 11 Stefan Batorego, Inowroclaw, **Poland**: KAROLINA PILARSKA, KATARZYNA GRZESIKOWSKA, KAROLINA SZYMANIAK, RYSZARD KLIMASZEWSK.

From Ou St. Kliment Ohridski, Haskovo, **Bulgaria**: GINKA RAYCHEVA, OLGA MILCHEVA, ANA BAZHDARVANOVA.

From Chieti, **Italy**:

MARINA SCREPANTI, MARIA ASSUNTA MICHELANGELI, TIZIANA VERRECCHIA, FEDERICA ROSSI, CARLA TREPPIEDI, CARMEN AIMOLA

From pcb Het Baken, Capelle aan den IJssel, **The Netherlands**: TINEKE STRAVER, LEX VAN WETTUM, YLIANA GUNTRUM, KARIN MORSCH, HANS VAN EMBDEN.



Wednesday 11 April:

The partners met each other at a welcome dinner at a special restaurant organised by pupils of a secondary school. Of course, the restaurant specialises in Dutch dishes. The headteacher received a special Dutch cookbook.

Because of the rural situation of the school, it was difficult to stay in Capelle aan den IJssel and to stay all in the same hotel in Rotterdam was also difficult. It was easy to go from Rotterdam to the school by public transport.

Thursday 12 April: Thursday morning

The partners were welcomed by the principal and were offered coffee and cake by the parents. After the guided tour of the school and its surroundings we had an evaluation meeting and made agreements (attachment 1.) for the visit to Thessaloniki.

We agreed about the date of the meeting in Greece. It is planned from 7-11 of November 2018.

After the coffee break, we made agreements for the next period. (Attachment 1) and were informed about the new Nuffic KA2 good practise projects KA229 by Hans.

Thursday afternoon.

A special Dutch lunch was served.

After lunch, the Bulgarian and the Scottish partners taught in classrooms. During the day, the children were practising dances of the partner countries and performed the dances in the afternoon. Children of the special class showed to the partners the progress of Lego Mindstorms and robot presentation. This was shown in the meeting in Italy and embedded in the Dutch curriculum now...

Culture after school time

Our host arranged a guided tour to the flowering bulb fields and to the lowest part of the Netherlands. Directly after the tour we had a world dinner at Capelle aan den IJssel.



Friday 13 April

Also today, we started at 09.00. The Polish, Italian and Greek partner's taught CLIL lessons in the classrooms. During this time the head teachers of all the partner schools had a meeting about the project. See attachment 2. After the coffee break, we had workshop about emotions by a professional Improvisation teacher. . The lunch was a multi-cultural lunch offered by the parents of Het Baken.

At 14.00, there was a guided tour through the city of Rotterdam and a goodbye dinner at the harbour.



Saturday morning 14 April

In the morning, we did an evaluation of this meeting and were informed about the school systems in the other countries.

Attachment 1: Evaluation and planning

In general:

A1. Blabla. Running.

A1 Question and answer does not run well. Hans will make a list who does the question in which month. The other partners will answer with a photo.

Fulfilled

M4b. The headteachers' meeting. See the attachment no. 3

C5. Joy in drama: Impro theatre

In progress and to work out:

A11. Scientific joy. Deadline runs to 1/12/2018

A13 Joy in history. The heroes are: The Netherlands; Willem van Oranje (William of Orange), Greece: Alexander the Great; Italy: Gaius Julius Caesar; Scotland. William Wallace; Bulgaria: Hitar Pretar; Poland Maria Curie. Will run to November 2018

C6: The Greek partner will arrange the joy in language and singing workshop

Still in progress and fulfilled

M1: Planning: Fix the indicators for evaluation and survey forms.



Attachment 2: Headteachers' Meeting

Greece: Mrs. KYRIAKI ARNIDOU.

STELLA TZIAFETA (project coordinator) does a lot. She is helped a lot by principal. The principal does all the paperwork. It is their first project. Now things are easier. There is no employee for the school administration. The principal must ask the Greek embassy and the ministry for permission. English is given in all classes from the first year. English is important for the economy. It is important that the pupils learn that they are a resident of Europe. The curriculum in Greece is tight, but the project can be fitted into it. The workshops during the projects are applied in the groups. That gives the Joy in education.

The teachers give many courses and a number of specialist teachers for P.E., drama and ICT.

Bulgaria: Mrs. GINKA RAYCHEVA.

Problems with finance and bureaucracy. Only the English teacher speaks English. The other teachers do not. The Beebots have also been bought after the visit to Italy.

No religion can be taught in Bulgaria.

Italy: miss MARIA ASSUNTA MICHELANGELI

The principal cannot delegate anything. They have many European projects. Also problems with the bureaucracy. The principal does all the paperwork. MARINA SCREPANTI is doing this project. The administration of the school does take over a part of the paperwork. English is given as a second language. The European project is applied in the curriculum. It is used in the lessons. The workshops during the projects are applied in the groups.

Participation in the project is also important for the professionalism of the teachers. The different schools do not have many opportunities to meet each other. The project contributes to this. In elementary school, they only had a separate teacher for English first. The current teachers are university educated and now there are no separate specialist teachers anymore except for religion. These teachers are appointed by the church and paid for by the state.

The Netherlands: Mrs. TINEKE STRAVER.

HANS VAN EMBDEN coordinates the project completely, also the administration. Only group 8 is now with the project: blabla. The other groups add little, except during the visits. The core objectives require a lot of time from the teachers. The European project fits citizenship.

Poland: Mr. RYSZARD KLIMASZEWSK

KATARZYNA SOPOLINSKA does everything. The teachers like the projects. The principal has been in Malaga for another project. Every teacher has his own subject. Teachers also work at different schools.

Scotland: KATE HEGGIE does all the paperwork. Kate, after she had submitted her report, was told that she had asked too little money. Because the school is so small, it is difficult to get a replacement. She will use that extra money to arrange replacement. This visit was planned in a holiday which made it easier for another teacher to attend. It becomes more difficult to involve the children in the project when she is not teaching the class. The core targets are more open in Scotland. The European project can be perfectly adapted to this. The teachers teach all subjects, sometimes there is a separate teacher for music, for example. Nowadays, teachers who have worked in a secondary school are no longer allowed to work at a primary school. Parents can indicate if the children are not allowed to have religion lessons.

- It is important that there is little bureaucracy.
- School itself must be able to decide on finances.
- The meeting with colleagues is the best.
- The replacement is the biggest problem.
- An extra teacher for the project would be good.



Hans van Embden, May 15 2017