

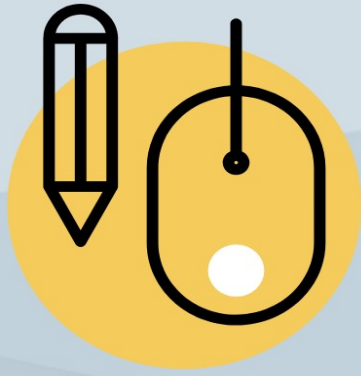
Schools Comparative Study



Funded by the European Commission's Erasmus+ programme

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 **PIKTOCHART**



*A comparative study of
contemporary schooling*
contents

- 1 Context of the schools
- 2 Travel
- 3 Learning Style
- 4 Inclusion
- 5 Routines
- 6 Lessons
- 7 Resources
- 8 Teachers
- 9 Lunches
- 10 Break-times
- 11 Behaviour
- 12 Extra-curricula



COMPARATIVE STUDY SURVEY RESULT- CONTEXT

In collaboration with



1. Location

CROATIA



ENGLAND



FINLAND



2. Facts and Figures.

CROATIA

O. Skola Vladimir Nazor

Quite big, 368 pupils and 38 teachers plus speech therapist, librarian, pedagogue 5 assistants, a school administrator, a school accountant and a headteacher, who has been at school for 16 years. Children bring books and everything needed for working like books, pencils, rulers, tempers...

School Nurse
no

ENGLAND

Sherborne C of E Primary s.

Very small, only 53 pupils and 3 teachers plus two teacher assistants, a school administrator and a headteacher, who has been at school for three years. There are three classes named hedgehog, Fox and Owl.



School Nurse
no

FINLAND

Jamalin Koulu

Very small, only 58 pupils and 4 teachers plus 4 teacher assistants, a special needs teacher and a headteacher, who has been at school for three years. There are four classes, a wood work class and a gym.



School Nurse
no

NETHERLANDS

De Zijlwijschool.

Quite big, 300 pupils, 25 teachers and a headteacher, who has been at school for 10 years. Children bring everything needed for working like pencils, rulers, tempers...but books are provided by the school.



School Nurse
no

POLAND

Szkoła Podstawowa nr 42

Big, 400 pupils and 40 teachers a headteacher, who has been at school for 13 years. School nurse comes only on Mondays and Thursdays. Children bring books and everything needed for working like books, pencils, rulers, tempers...

School Nurse
yes

SPAIN

CEIP Bec de l'Àguila

Big, 450 pupils and 33 teachers including speech therapist, pedagogue 2 assistants, and a headteacher, who has been at school for 3 months. Children bring everything needed for working like pencils, rulers, tempers...but books are provided by an exchange program.



School Nurse
no

3. Number of students VS number of teachers

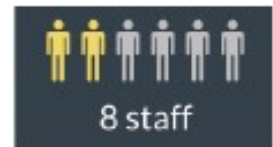
CROATIA



ENGLAND



FINLAND



NETHERLANDS



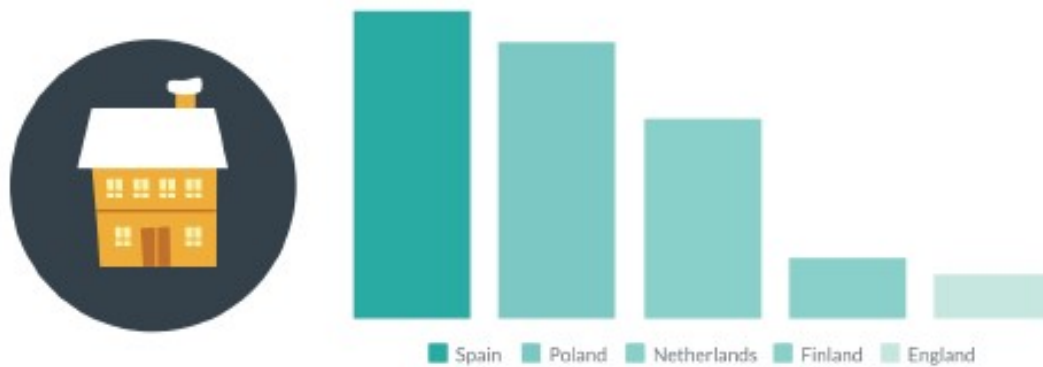
POLAND



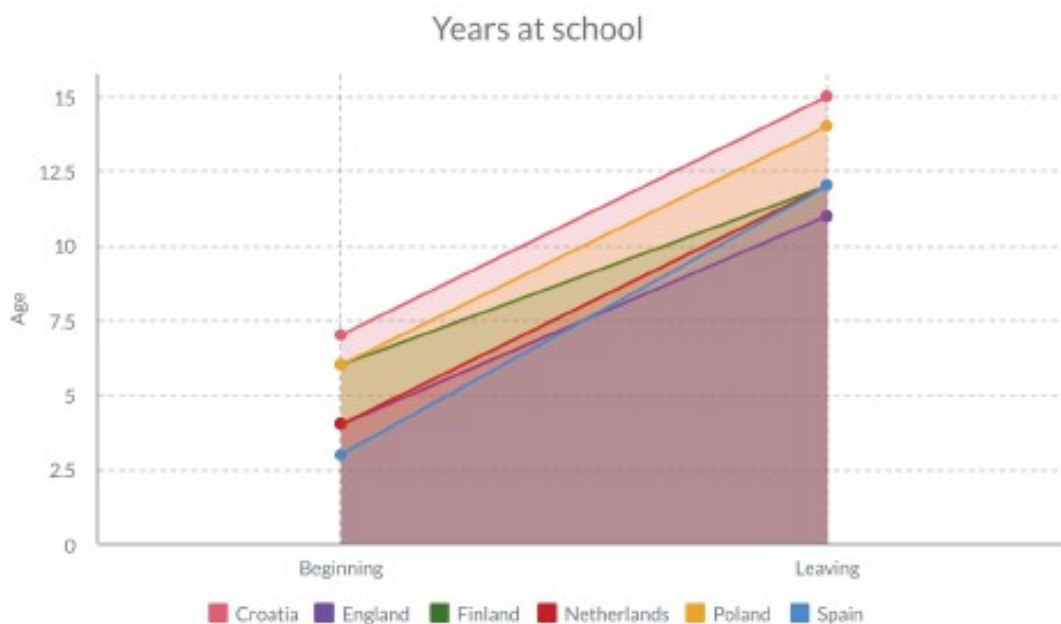
SPAIN

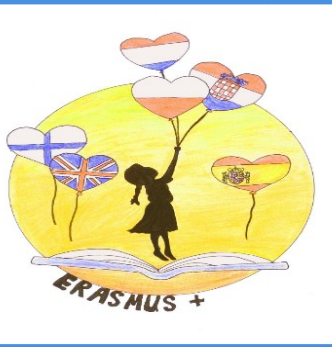


4. Building size



5. Range age of students at school.



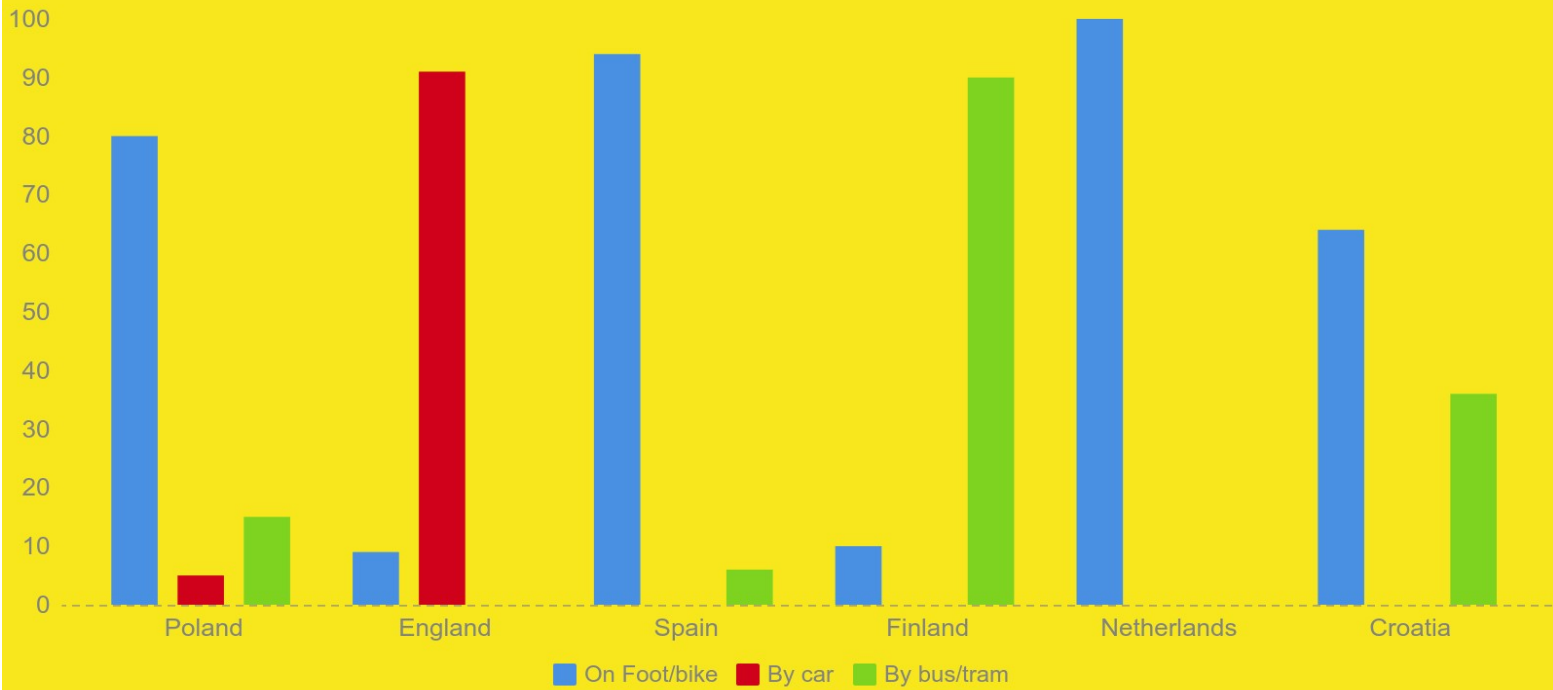


Comparative Study Survey Result

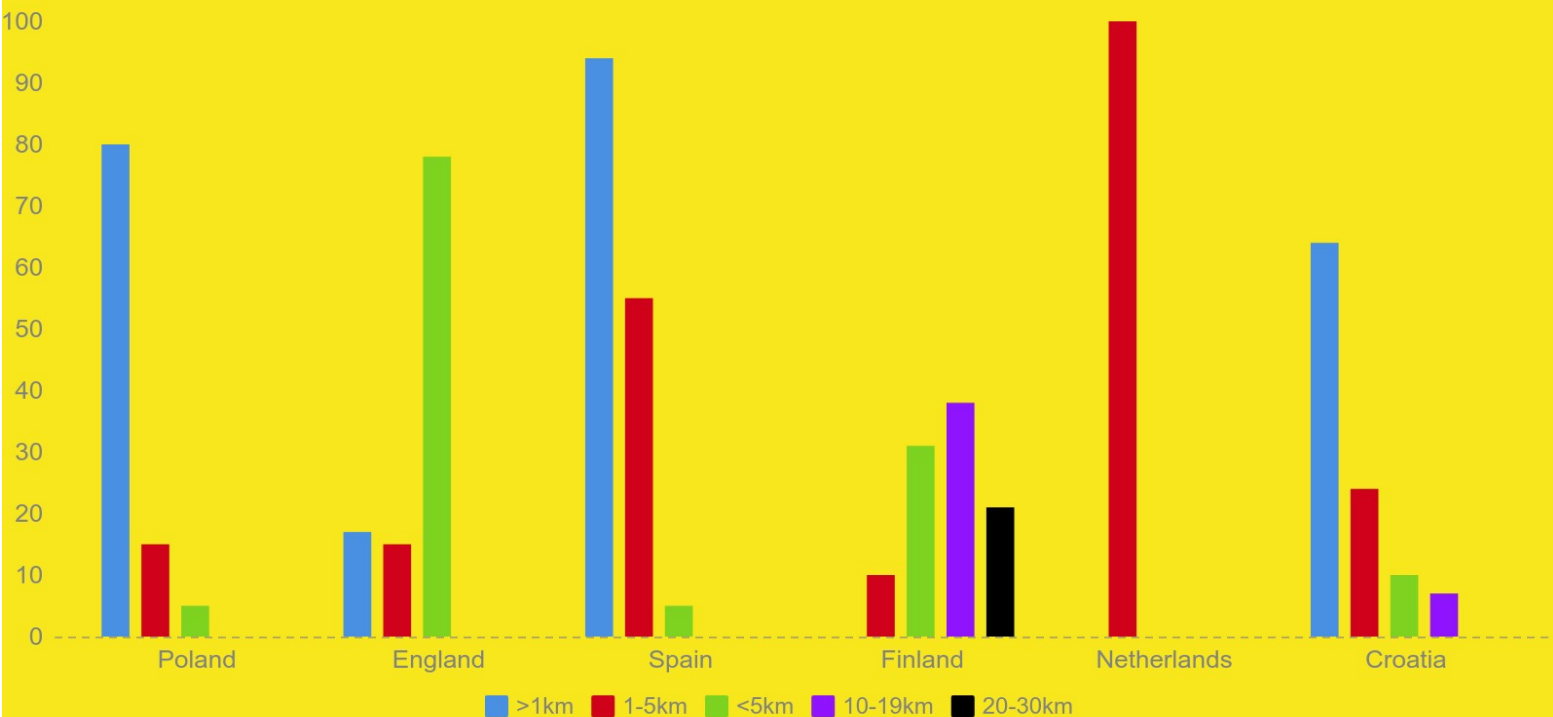
TRAVEL



Ways of travelling to school



Distance



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Learning style

England

At Sherborne the learning style tries to follow a CPA approach which means 'concrete, pictorial, abstract'. Children get to 'do' before they move on to writing things down. Pupils work in groups, in pairs or individually, depending on the activity. Teachers do not spend lots of time talking to the class and no lessons are taught from text books. Activities are set up, explained and teaching points made and then the teacher support the pupils as necessary whilst they are doing the activities. All the pupils learn differently but this aims to make sure that pupils learn in the way that suits them best.

Croatia

Every teacher has its own style, we don't teach the same way and every class has its own differences. We use more than one teaching style in our school. Mostly it depends on the subject so we use facilitator style, the coaching style as well as the lecture style.

Finland

Active learning, phenomenon-based learning, outdoor learning, out of school learning (swimming hall, sport field, ice hall, library bus, forest (orienteeing) , lake (fishing), companies (local newspaper), museum, church, concerts, ski resort, different kind of competitions (skiing, athletics, art, cross-country running, photography, poem, essay writing, school children`s bazaar etc.) And of course every teacher has their own style. Some of us are using more active learning and some of us are using teacher-led teaching and of course mixed styles.

Poland

I always learn a lot at school. I like when a teacher explain things during the lesson and I can only revise at home. To practice new things we have written homework in our notebooks or workbooks. We have a lot to learn, so we need to find the best way to remember: making short notes, writing small cards and putting them on the wall in the room, asking parents to listen and check our knowledge, learning by moving in the room. We often learn with music or mobile on. We prefer to learn alone.

Spain

Our school follows national and regional curriculum, although learning styles are different in early stages or later years in Primary. Kindergarten is completely project based learning, manipulative, pupil-centered and focused on children interests and needs. Last primary school years are more text based learning although there is a stronger focus on the use of ICT. Nowadays teachers are involved in training in new methodologies like project-based learning, flipped classroom, ABN maths, and emotional learning. There is an increasing interest to participation in European projects.

The Netherlands

In the first two years at school (4 and 5 year olds), the children work in 'circles' and 'corners'. Here they learn basic and social skills. In group 3 the pupils start learning to read and write. At the Zijlwijkschool we learn English from grade 1. This is firstly based on songs and gradually the children learn to have conversations with each other and grammar is added to this. From group 4 we work with "snappet". These are tablets that offer customized education to the children. The learning objectives are offered by the teacher and then the students complete the lesson at their own level and can then work on goals that they have not yet achieved.

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Inclusion



At Primary School nr 42 we have some trained specialists in SEN , but they usually work as regular teachers using their qualifications in every day work . Pupils with autism have an individual teacher assistant to help them during each lesson. Other students with specific learning difficulty – reading, writing, maths attend one hour extra lesson a week with our school counselor. Younger students at early stage of learning (year1-3) , who are behind, have extra support of 45 minutes a week with their class teacher. Older students who are behind attend 45 minutes a week of extra Polish and maths. We also have a speech therapist working with the students who have problems. All students are treated equally and those with fewer opportunities have priority in travelling.



At the Zijlwijkschool we work with a class system with 3 layers. There is a group that need a short instruction so they can start their work faster. The second group follows the normal instruction and the last group then needs extra help to achieve the learning objectives.

In addition to these groups, it is possible that children may have additional learning needs. We work with a "plus group" and "level work" for the children who need extra challenges and have to deal with the subject matter in a different way.

For children who continue to struggle with a subject it is also possible to put a student on their own learning line. Learning objectives are formulated together and evaluated together with parents. In addition, we also have 'studios' that allow children to develop their own learning goals. Examples of workshops are programming, photography, journalism & philosophizing.



At Sherborne School we do not have a trained specialist in SEN or in any specific learning needs. The teachers work with the head-teacher and parents to support children as necessary. If a pupil is behind, we have an Individual learning plan for them which has some targets to be met – this is a school thing only. If they have a specific learning need then we have a 'My Plan' for them. This is a national document. A 'My Plan' entitles pupils to extra support (usually 20 minutes a week) which is given by our teaching assistants. If a pupil needs to be formally assessed for a specific learning need, then this will be arranged with an outside agency. All pupils are treated equally, and through our project, those with fewer opportunities are given priority for travelling.



At Bec de l'Aguila School we have four trained specialist in SEN:two language therapists andtwo teachers specialized in learning needs. Any class teachers can also work as support teachers when they are not teaching in their own class. They support students who are behind, by helping them individually in their own classes while regular lessons are taking place. Class teachers and SEN teachers agreea learning plan for them depending on their particular circumstances.We also have assistants to help students with less autonomy to integrate in classroom activities.



At Primaryschool „Vladimir Nazor“ all of the students with special educational needs are given equal chances and provided with additional assistance. Teachers make an individual plan for every SEN student in collaboration with the school speech therapist. The school speech therapist also works individually with SEN students and collaborates with parents. Some of the SEN students have a teaching assistant.



At Jamali, the student welfare team meets once a month at school. In this group belongs: the principal, the teachers, the special needs teacher, the school nurse, the school curator and sometimes the school psychologist and the personal assistants. If a child has learning or behavioural problems, the issue is addressed by the student welfare team and further action is taken. The student has three levels of support: first a learning plan is made, then a pedagogical assessment and, if necessary, a personalized learning plan. A child who has problems is in a normal class with or without a personal assistant. It depends how bad the situation is. A special needs teacher is 7 hours a week in our school.



Routines



In England and Netherlands school starts at 9 o'clock and ends at 3 pm.

In Croatia, Spain, Finland and Poland school begins at 8 o'clock and ends at about 1 or 2 pm.

Beginning routine is different in England and Netherlands than in other countries.

England have Welcome assembly and Netherlands Quiet reading.

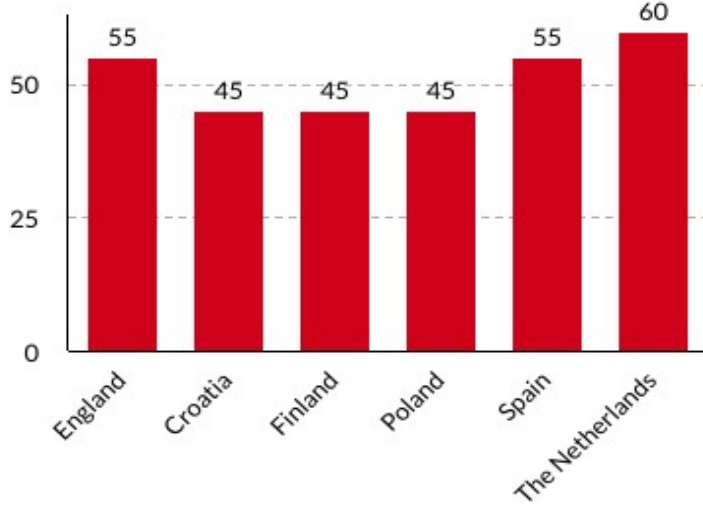
Languages	Math	Religion	Reading/Phonic activities/Spelling	Art and craft	Natural science	PE	Other subjects
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ENGLAND					FINLAND					NETHERLANDS				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Registration Date and weather	Registration Date and weather	Registration Date and weather	Registration Date and weather	Registration Date and weather	Science	Math	History	Finnish	Optional Science	Quiet reading	Quiet reading	Quiet reading	Quiet reading	Quiet reading
Assembly	Assembly	Class assembly	Assembly	Certificate assembly	Finnish	English	Swedish	PE	Optional PE	education	Religious education	Religious education	Religious education	Religious education
Maths	Maths	Maths	Maths	Maths	Math	Finish	Math	Finnish	Math	Spelling	Spelling	Math	Spelling	Reading comprehension
Phonics/Spelling Handwriting	Phonics	Phonics	Phonics	Phonic activities Spelling test	Art	PE	Craft		History	Dutch	Dutch	Dutch	Dutch	Dutch
Reading	English skills	English skills	English skills	English skills	Swedish	Science	Craft		English	Math	Math	Reading comprehension	Math	Math
P.E.	PSHE	Science	Individual reading RE	Forest school						Book review	Geography/History/Biology	Geography/History/Biology	Traffic lesson	Gym
	Daily Mile	Daily Mile	Daily Mile							Gym	Lecture		Reading comprehension	Art and craft
Computing	Music	Art	History							English	Study skills		English	
										Reading			Reading	

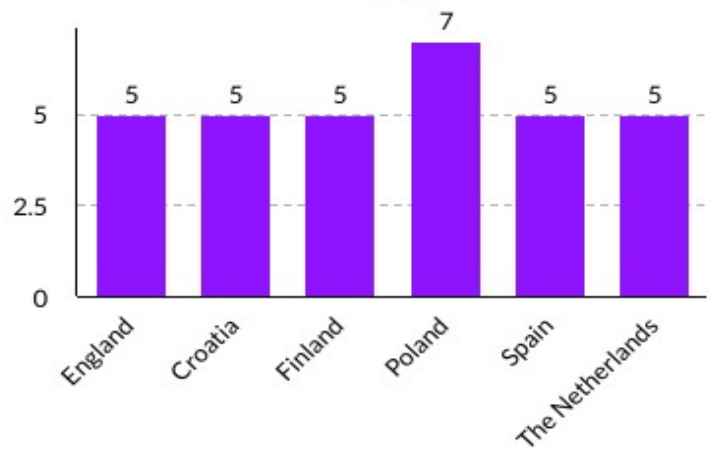
POLAND					SPAIN					CROATIA				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Maths	German	English	PE	Math	Math	L Castellana	Math	Math	History	Physics	History	Math	Music
Polish	Chemistry	Polish	Form period	English	English	Religion	Valencia	Valencia	Valencia	Religion	Croatian	Geography	Geography	Math
Geography	Polish	History	History	Polish	Physics	Arts and Crafts in English	Physics	Music	L Castellana	Math	Math	Croatian	Croatian	Chemistry
German	Social studies	English skills	Polish	Chemistry	L Castellana	Valencia	Science	L Castellana	English	English	PE	Croatian	Physics	Chemistry
Religion	Biology	Physics	Physics	Maths	Science	History and Geography	English	History and Geography	Form period	PE	Religion	Biology	Art	English
PE	PE	Maths	Social studies	Civil Defense						Optional IT	Form period	English	Crafts	Biology
Extra English for exam		PE	Religion							Optional IT	Extra Art / Extra Math	Optional German	Extra Croatian / History tutoring	Extra History / Extra Biology
		Extra Maths for exam	Extra Polish for exam									Optional German		

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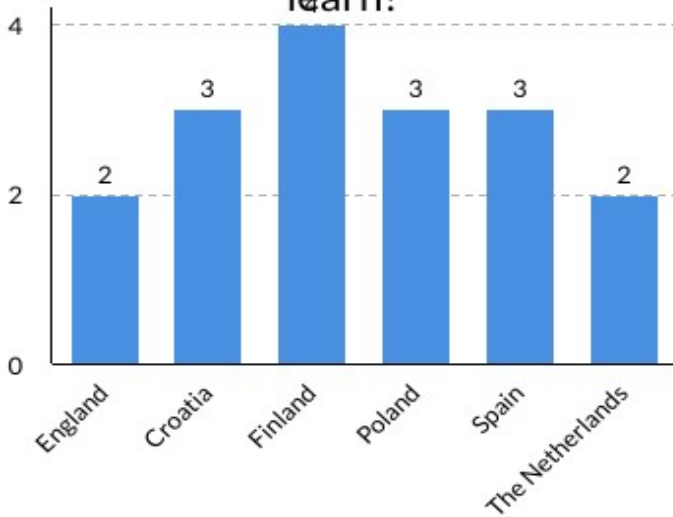
How long does each lesson last?



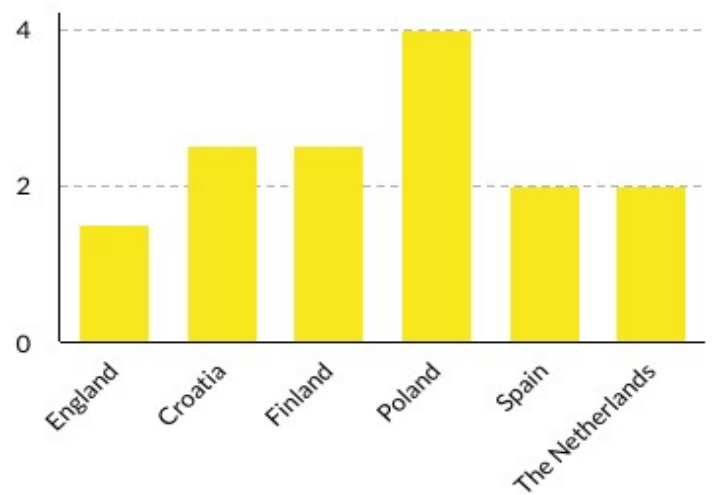
How many lessons do you have on one day?



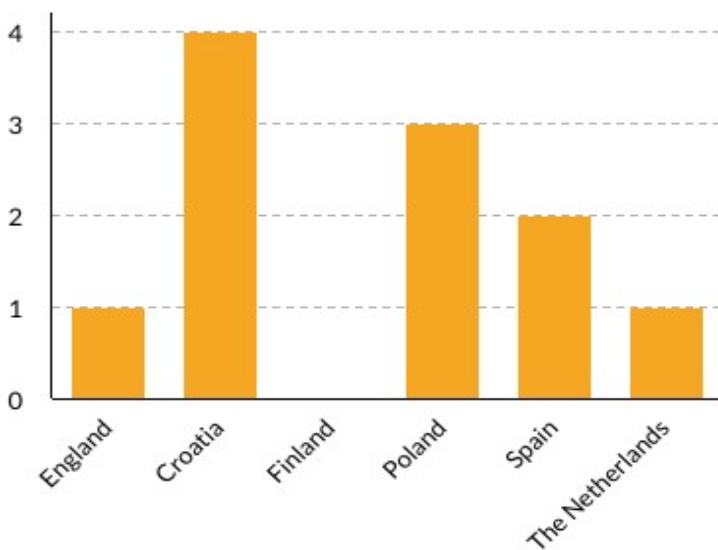
How many languages do you learn?



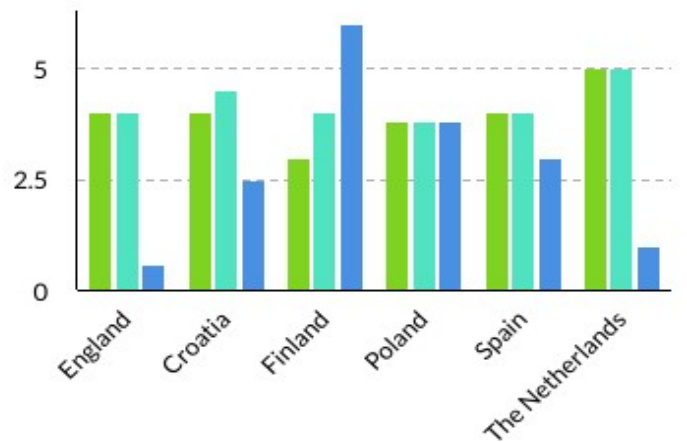
How many sports lessons do you have a week?



How many tests do you have a week?



How much time a week is spent learning mathematics? your own language? another languages?



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Resources

CROATIA:

No, we don't. We don't have tablets in school but during November some of the classes will get them because they are in reform of the School of life.

NETHERLANDS:

Yes we do work on iPads named snappets.

FINLAND:
We have iPads.

DO YOU HAVE TABLETS/IPADS?

ENGLAND:

11 iPads and 8 tablets.

SPAIN:

Our tablets were stolen one year ago!!



POLAND:

Tablets in English Classroom.

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POLAND:

One playground with swings and slides, a big playground for playing football, basketball or volleyball.



NETHERLANDS:

We have grassfield and a playground.

SPAIN:

Yes, playgrounds.



DO YOU HAVE SOMEWHERE TO GO OUTSIDE: FIELD, A PLAYGROUND OR BOTH?

ENGLAND:

2 hard palygrounds
2 grass areas
1 large field
a wildlife areaa
a pond area
a small sensory garden

CROATIA:

We have a playground.

FINLAND:

Yes. We have football field, ice rink, forest and other green area.

POLAND:

One canteen serving hot food (cooked in school).

NETHERLANDS:

Yes, a dining hall.

SPAIN:

A dining hall for 100 students.

DO YOU HAVE A CANTEEN/DINING HALL?



CROATIA:

We have a school dining hall.

ENGLAND:
No, we don't.

FINLAND:

No, we don't. We eat in our classroom.

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Teachers



Number of the teachers



Do you have the same teacher for all lessons?



Yes



No

Polish teachers



Finnish teachers



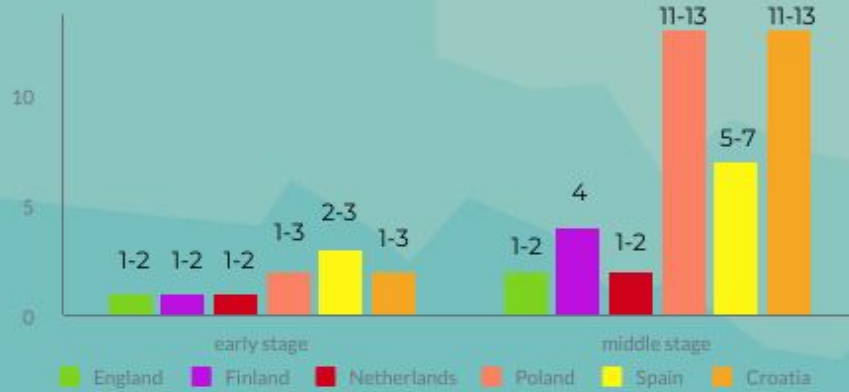
Spanish teachers



Croatian teachers



Number of teachers teaching in one class



Dutch teachers



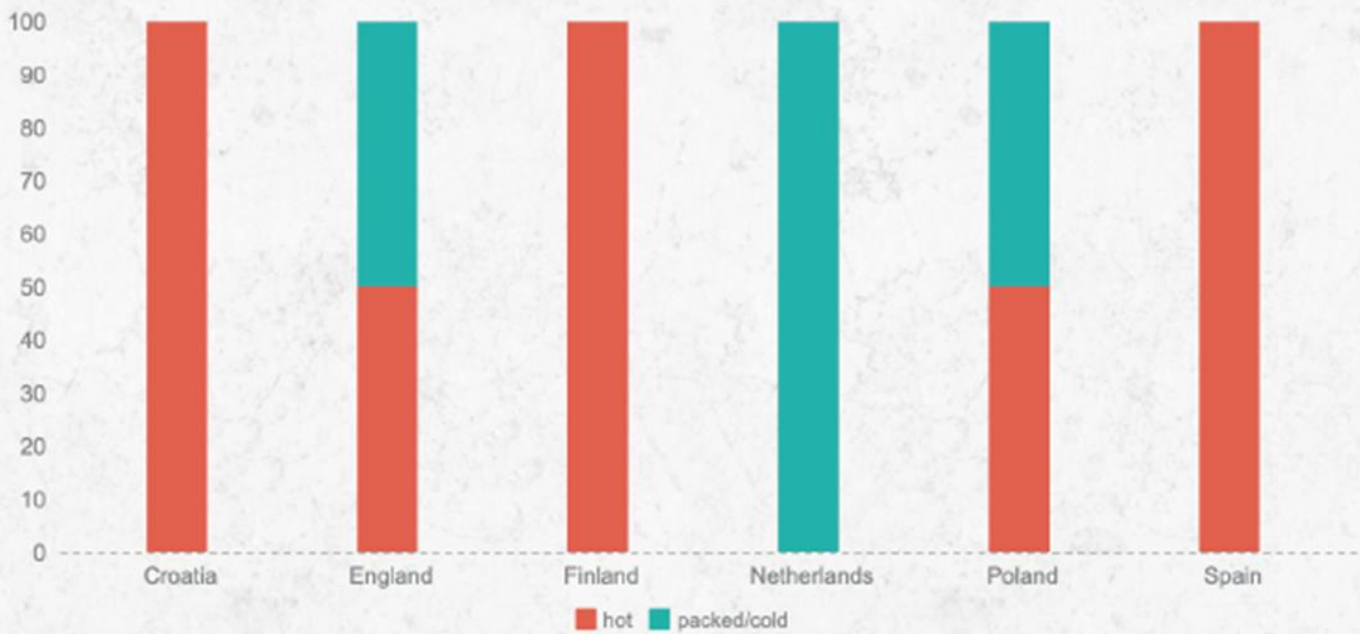
English teachers



What food do you eat for lunch?



Type of food

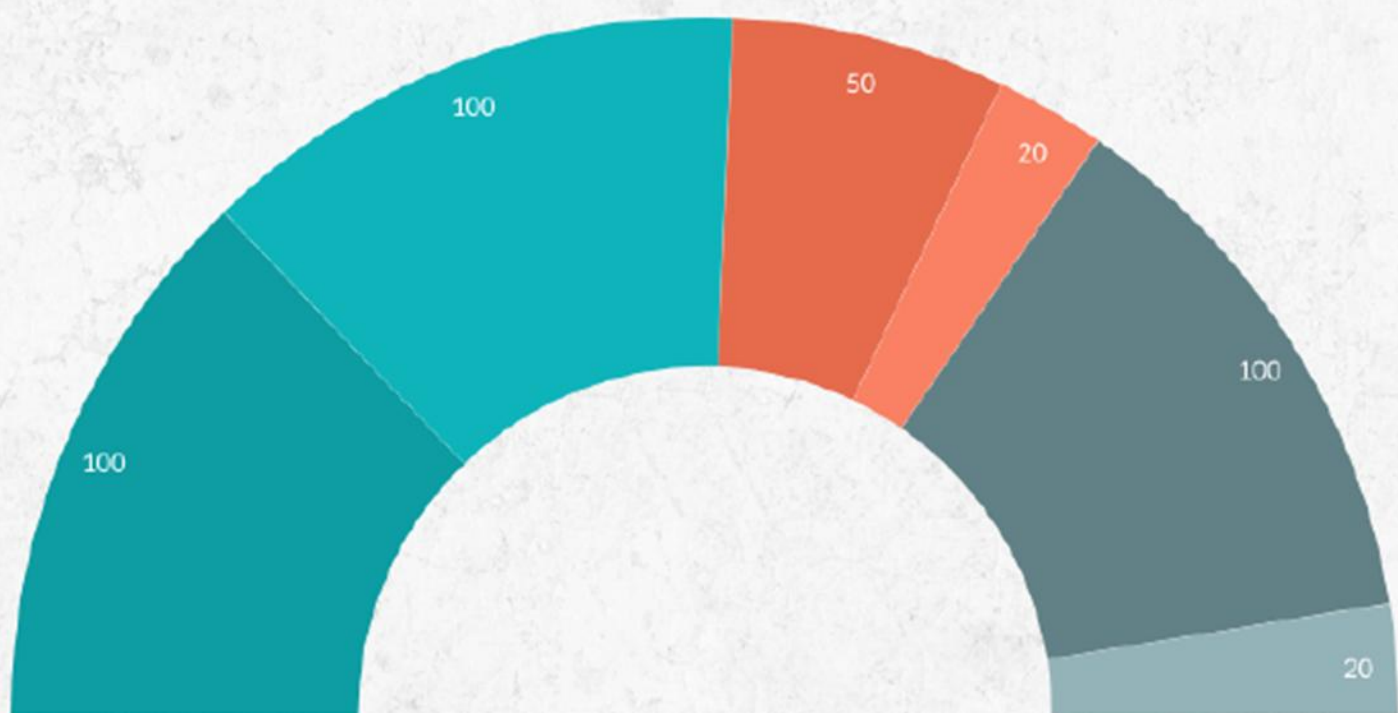


Lunch in Finland is free for all the students.
The others have to pay for it.

Healthy snacks.



Healthy snacks



Croatia (25.64%) England (25.64%) Finland (12.82%) Netherlands (5.13%) Poland (25.64%)
Spain (5.13%)

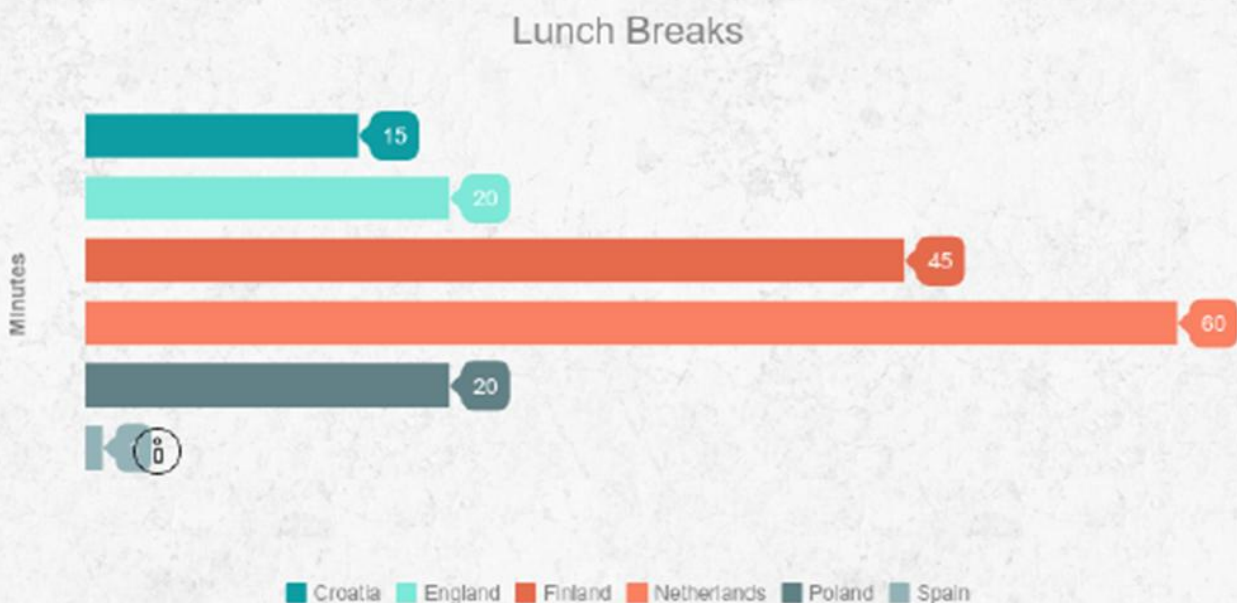
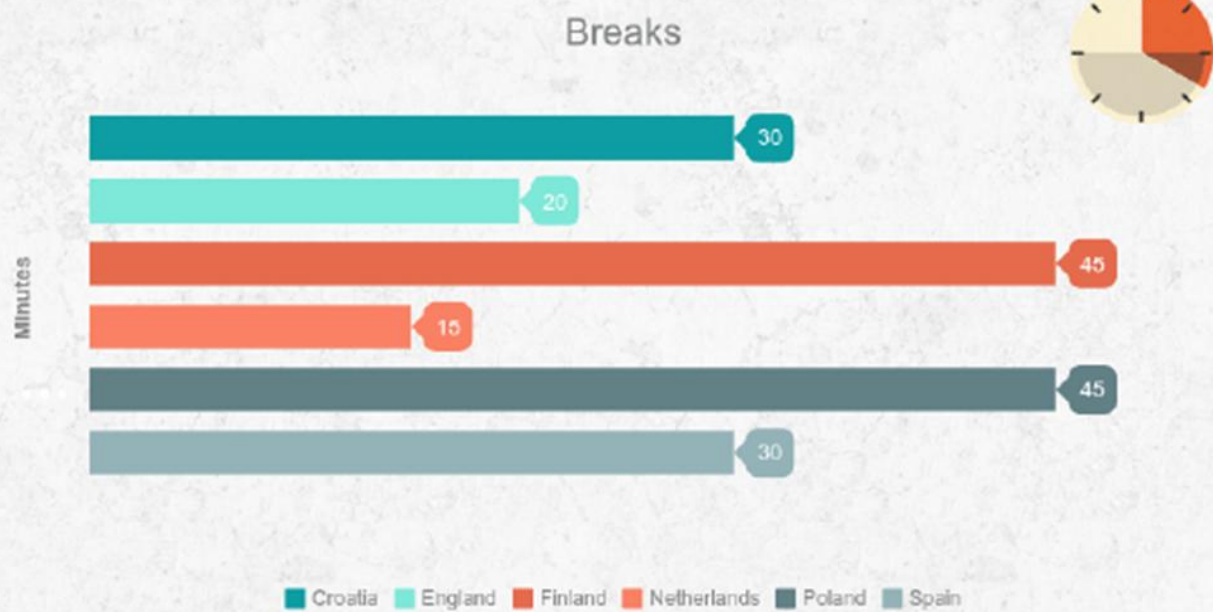


COMPARATIVE STUDY SURVEY RESULT- BREAKS

In collaboration with

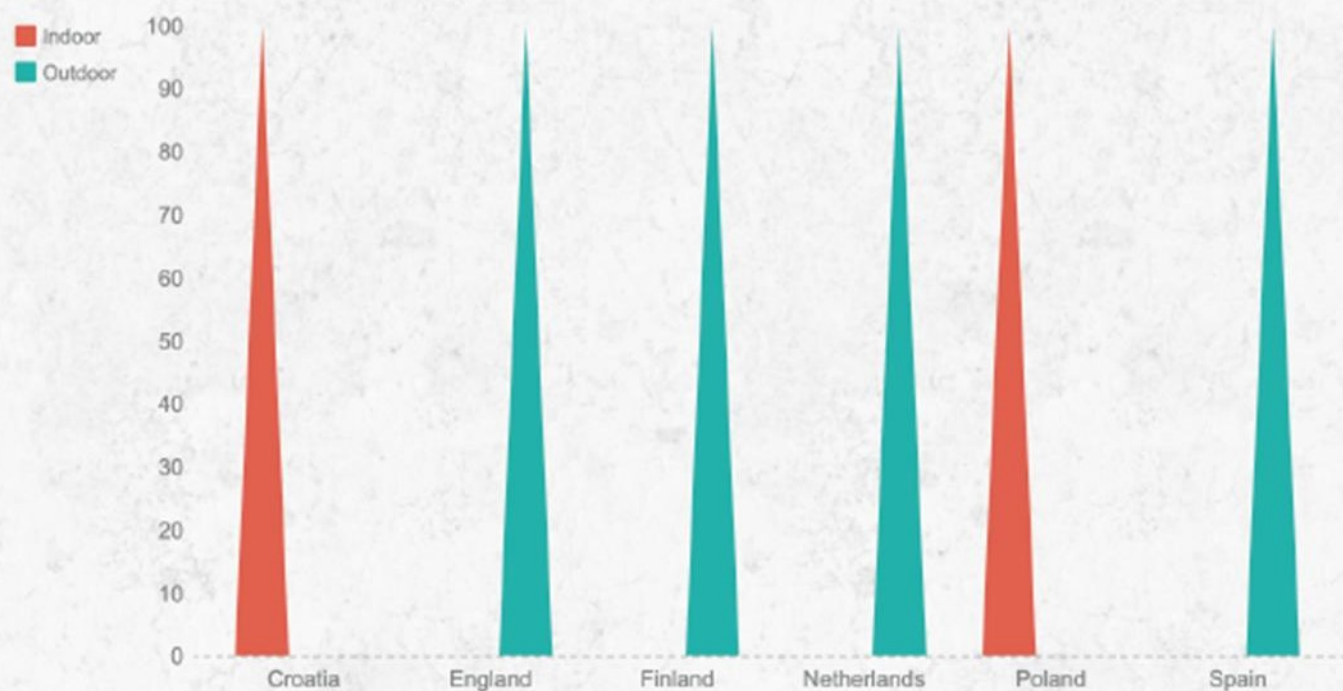


How many breaks and how long do they last?



There are no lessons after lunchtime

Where do you go during breaks?





Erasmus+

BEHAVIOUR

FINLAND:

The youngest in our school may not yet have learned how to behave well and fairly in school. Older pupils have already learned these things. Sometimes a few older pupils can also have not hoped behaviour.

NETHERLANDS:

We like to play together but sometimes we have arguments.

POLAND:

Younger students are noisy and very active. Older students must be quiet during the lessons and they usually are.

SPAIN:

Our students' behaviour is reasonably good. Of course there are arguments and discussions, but pupils misbehaving is not so frequent. They usually follow the rules.

CROATIA:

Our students feel comfortable in school. Sometimes they disagree, but that doesn't usually turn into a big fight.

ENGLAND:

The behaviour at Sherborne is generally very good. The traffic light system guide children to good behaviour.

BEHAVIOUR IN GENERALLY



Comparative Study Result

-SCHOOL RULES



You mustn't

	Use mobile phone	Run in corridors	Leave school before the lesson finish or without permission	Talk during lesson	Use bad words	Bully	Damage school objects (and replace pay if you do)	Smoke, drink or take drugs	Use hard balls during the breaks
Poland	✗	✗	✗	✗	✗	✗	✗	✗	✗
England	✗	✗	✗	✗	✗	✗		✗	
Spain	✗	✗	✗		✗	✗		✗	✗
Finland	✗	✗	✗		✗	✗	✗	✗	
Netherlands	✗	✗	✗	✗	✗	✗	✗	✗	
Croatia	✗	✗	✗	✗	✗	✗	✗	✗	✗

You Must:

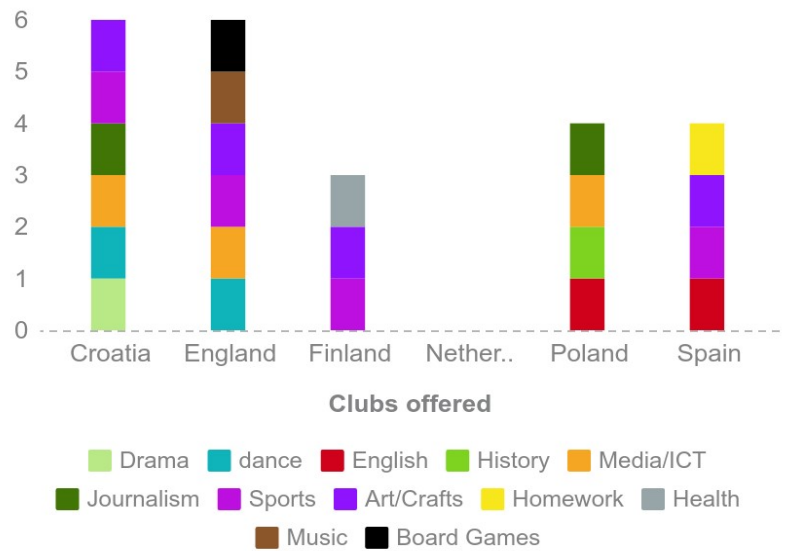
	Wear a school uniform	Stay at school during breaks	Learn, study and listen to the teacher	Be polite kind helpful and considerate to others	Leave your classroom tidy	Stay in lines to get into the building and go up and down one side	Get to school on time	Wear smart clothes on special occasions	Change shoes	Put your bikes in a designated place	Do homework regularly	Leave coats on the coat back
Poland			✗	✗			✗	✗	✗	✗	✗	✗
England	✗		✗	✗	✗		✗					✗
Spain			✗	✗		✗	✗					
Finland			✗	✗	✗		✗		✗	✗	✗	✗
Netherlands			✗	✗	✗		✗			✗		✗
Croatia		✗	✗	✗	✗		✗	✗	✗	✗	✗	✗

Extra Curricular



Which after school clubs do we offer?

After School Clubs



Competitions

Finland



- judo (20%)
- floorball (20%)
- skiing (20%)
- cross-country ... (20%)
- athletics (20%)

Poland



- volleyball (8.33%)
- basketball (8.33%)
- beach volleyball (8.33%)
- athletics (8.33%)
- badminton (8.33%)
- ice skating (8.33%)
- Polish (8.33%)
- mathematics (8.33%)
- English (8.33%)
- biology (8.33%)
- geography (8.33%)
- chemistry (8.33%)

Croatia



- table tennis (11.11%)
- basketball (11.11%)
- volleyball (11.11%)
- football (11.11%)
- judo (11.11%)
- dance (11.11%)
- gymnastics (11.11%)
- table tennis (11.11%)
- basketball (11.11%)

Spain



- Football (50%)
- Cross (50%)

England



- hockey (6.67%)
- football (6.67%)
- mountain ... (6.67%)
- athletics (... (6.67%)
- netball (6.67%)
- dance (6.67%)
- archery (... (6.67%)
- cross-cou... (6.67%)
- climbing (... (6.67%)
- tag rugby ... (6.67%)
- cricket (6.67%)
- knex (6.67%)
- engineeri... (6.67%)
- wildlife (6.67%)
- mathemat... (6.67%)

Netherlands



- Football (33.33%)
- Korfball (33.33%)
- reading (33.33%)

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