**Erasmus+ Project Meeting 07/10/17 to 14/10/17 Braga, Portugal**

**Staff Teams:**

***Portugal:***

Isabel Barbosa

Nuno Fernandes

Joaquim Almeida

Plus many other wonderful collaborators who helped us throughout the week!

***Spain:***

Ana Carmona Redondo

Tati Benet

***Finland:***

Nina Salmela

Jarkko Himanka

Eva Åström

Johanna Peteri

***La Reunion:***

Stephane Fossard

Rachel Tomaszewski

**Wales:**

Angharad Davies

Sue Treacy

Rachel Davies

Catrin Hughes

***Italy:***

Claudia Tabiano

Mena Mone

**Monday 9th October 2017**

***Agrupamento de Escolas Sá de Miranda, Braga, Portugal.***

* Welcome at school.
* Musical performance of Portuguese song about friendship and peace. (Bring another Friend as well).
* Singing of another Portuguese song and 'Somewhere over the rainbow'.

**Laanila School Finland:**

* Focus on students with hearing difficulties. Short video of Finnish sign language. Interview with the principal with arrangements for students with special needs. There is a sign translator in classes. There is no specialist equipment in schools but students use their own. Interview with former pupil who is hearing impaired. The hardest thing was languages and the easiest subject was arts. Lessons were ok as everyone understood his situation and students would write things down for him. He was able to be friends with everyone as school was safe.

**The Finnish Swedish School: Svenska Privatskolan I Uleåborg**

* No special needs students so presentation on Finnish Swedish school system.
* Swedish language only 5% of population so minority equals strong sense of identity. 250 Swedish speaking primary schools (7-15year old) 37 upper secondary school (16+) 11 vocational schools (16+). 2 Swedish speaking universities. 230 students 19 teachers. 6th of November Swedish day, celebrate the right to speak Swedish in Finland. Video about accessibility in Oulu.

**Melilla: Juan Antonio Fernández Perez High School**

* ALN needs include emotional, attention and late school joiners.
* Counselling department- guidance councillors, special care teacher, speech and language, social worker and visual and hearing teacher. Weekly meetings with departments, regular meetings with parents. Videos Melilla prepared for people with difficulties?' Showing areas of city that are prepared such as wheelchairs for the beach. But many areas are not accessible to everyone. Video of interview with sign language interpreter in their school. She works in several schools across Melilla.

**Italy: Liceo Scientifico A.Diaz**

* Inclusion is a key word. School applies annual plans for special needs students relating to their social and family context.
* Video interviewing a student at the school. Favourite subject is English most difficult is maths.  Video interviewing an Italian teacher who teaches ALN students. Says questioning is very important. Each teacher is responsible for inclusion in their lessons for their subject and sharing effective methodologies is key across all subject areas.

**Dyffryn Taf video.**

* Range of learning needs and strategies. See uploaded videos

**Ysgol Y Strade**

* Inclusive school. Variety of strategies used. Hafen- safe space where pupils can go. Rise in anxiety relieved by sessions with councillor. Song chosen 'through your eyes' represents how pupils should be treated.

**Presentation by pupils about Braga.** Including areas of the places to be seen this week.

* Special needs students in de Miranda are inclusive. 17th November is the School Day, language arts etc are celebrated.

Tour around school: promoting independence. E.g. they go shopping with teachers. They are taken to the bus stop to familiarise themselves with practical tasks. At 15 they go to work one afternoon a week, bakery garages hairdressers etc. They visits elderly people once a week. They have functional Portuguese lessons. Maths, English, ICT, arts and PE. They are in small groups with one teacher. ICT PE and arts they are in class with other pupils. Thy have student mentors who work with ALN pupils. PE twice a week with a just a teacher to meet their needs and twice a week with class of all other pupils. Pupils love music and learn a lot by studying through music. Not teachers role to identify these pupils, they come to school with an external report. They must have this report to receive the extra help. In school there are currently 90 pupils who require specific intervention. Life skills are essential. Variety of medical situations that have to be catered to. Testing is the same, they do not receive a diploma but they do receive a certificate.  Some pupils will go to institutions as families cannot support them. However, many pupils will go on to get jobs (many will volunteer without a salary). Teachers in Portugal have specialist training for teaching pupil with these needs.

Ancient library in school, only for visits/ research works. Oldest book is from 1540. The books are closed from the 16th century as have to be handled with care. Some of them are unique single editions. 1835 government journals are kept here. Many subject books from the 18th and 19th century which are fascinating to see as there are huge changes now. People from around the country visit the school to do their research.

**Tuesday 10th October 2017.**

***Visit to 'O Salto' Association Braga.***

Founder of association has always worked in psychiatry. People who have psychiatric problems can do different activities here. Founded when the patients were about to leave hospital and integrated into social contexts. This institution is across the country and helps people with all social situations. Most patients here are men with an average age of 50. Patients here have medical support on the psychiatric ward and come here Monday-Friday 9.30-4.30. Reading and drama are activities that the patients really enjoy. Volunteers come in and help patients for example they will be involved in putting together productions and plays which go around schools etc. They accept invitations to go and show their work. They have other activities such as swimming once a week. Arts and crafts, some of that work is sold at Christmas time. Patients also have occupational therapy. They learn and practice domestic activities too e.g. cooking. Hopefully this makes them autonomous for the future. They learn how to go shopping and take care of themselves to promote their independence. Some patients have been accepted by companies and enterprises for internships. Association have a partnership with the hairdressers association. Today is the international day of mental health awareness. Many institutions in this area are together celebrating this day. There is a hospital in Braga that is holding the celebrations. The association has some funding from the state egg social care. Also finding comes from the hospital however it is officially a private institution. They have a partnership with a cutlery factory and they are going to produce something for a national newspaper. The factory pays for their work, although they are working here in the association. This is money they are earning for themselves to help again with their independence. There are currently 17 patients here. They have lunch and tea together here then they go home. In the summer patients are taken to the beach for a week as they really enjoy the water. Many of their families are unable to take them. Visits are always arranged in the local area for patients too. One of the volunteers was a teacher in our school but since retiring now works here. They read poetry, perform theatre and drama. Helps patients to reduce their anxiety and increase their self-esteem. They are treated as equals and use current affairs as comedy. Promotes teamwork and a builds confidence. Some patients perform a reading of a poem from memory.

***Agrupamento de Escolas Sá de Miranda, Braga.***

**Dyffryn Taf presentation to teachers**.

***Biscainhos Museum Braga.***

18th century noble house. First room is the entrance hall, wait for servants to greet visitors and take them to the lord of the house. Great hall ceilings original from end of 27th century.  It typical of houses of the time, was more typical of churches and religious places. Women made to kept separate from men not mixed. 75% of income was spent on food, servants etc. So very often only one furnished house even though they may have owned many. If they wanted to spend time in another house, they would have taken the furniture with them. This also prevented thefts whilst the houses were empty. Music and games room built in the middle of the 18th century. Women started to be integrated into areas of the house that they had previously been prevented from joining. The tradition of 'family meals' were introduced at this time as previously families ate separately throughout the house. Noble women not allowed to leave the house without a man or an older widowed woman. Internal courtyard allowed women to be able to get fresh air. Noble people slept sitting down at this time throughout Europe.

***Town Hall, Braga.***

Visit to town hall and talk by the mayor. Talking about the history of the city. The importance of religion in the city. Hundreds of churches, monasteries and the cathedral.  Consecutive city until the late 70s, city was renewed when the university was built. 40 of population is now under 30. 3rd biggest city in Portugal, very dynamic with many research centres. Braga will be European city of sport in 2018. Inclusion policies for special needs, there is a special affairs councillor. In schools there have been projects to create specialist rooms in schools. Reinforced Human Resources that support pupils in those schools too. Supporting people who need extra help after the age of 18 when they are no longer able to access many institutions. Council has given financial support to help with supporting many organisations that help people with mental illness, autism etc. 3 visually impaired people working in the call centre at the council. Mobility is a big issue in Braga. Mayor has been doing a lot of work to help with accessibility for example for wheelchairs in the city. Joint effort with public transport service. Sports promoted inclusion, council supports a lot of events to help those with disabilities to get involved.

**Wednesday 11th October** **2017**

***Synagogue Porto.***

Small Jewish community. Only 3000 Jewish people in Portugal, 200 in Porto. Holy day for Jews is Saturday, holy days start with a sunset. Torah is used during holy services. It is written in Hebrew and is the first 5 Holy books of the Old Testament. Holy book contains Hebrew, its translation in Portuguese and the phonetic way to pronounce Hebrew with phonics from the Portuguese alphabet. All synagogues face the Wailing Wall in Jerusalem. Spanish and Portuguese synagogues have donated 9 torahs to the synagogue in Porto. Synagogue her in Porto is Orthodox as it is easier to please all types of Jews as Orthodox Jews will not enter into a liberal/ reform synagogue. There is a board of directors 3 out of 5 of them are women in this synagogue. In 1496 a king decided to expel Jews from Portugal. Many of them were forced to follow Catholicism, many of them kept their Judaism secret. Inquisition finished in1821 only in 1910 was the constitution changed to allow free religion in Portugal. Synagogue built in 1938. One of the last built in Europe before the holocaust. After 3 centuries of inquisition now Avery very tolerant country. Very good relationships with other religious groups here. A declaration of peace and friendship signed with the Muslim community which is unfortunately very rare. 5 years ago the community only had 30 members but now there are 200. Art Deco building with a Moroccan style. The first Jews that returned to Portugal after the expulsion were Moroccan. 20000 handmade tiles in the synagogue.

***St James' Anglican Church***

Chapel built in 1815. 1868 stain glass window brought from England costing around £60 at the time. Services every Sunday as well as weddings, funerals and concerts. In 1800s very big British community, much smaller now.

**Thursday 12th October 2017**

***Agrupamento de Escolas Sá de Miranda, Braga.***

**Lesson observation at Miranda school.**

English lesson 16 year old pupils. Lesson Objective - this work aims to develop your autonomy/ responsibility in the English subject. Pair Work: Read the text silently and complete it with words/ expressions from the following box.

Gap fill activity is read through first by the teacher then pupils are given 5 minutes to start to complete the sentences. Teacher then stops the pupils after 5 minutes and gives them the answers to the 1st, 5th, 10th and 15th answer out of 20. She uses the answers of the more able pupils to help the rest of the class. All pupils working as they have been given a better idea of how to complete the task. Teacher goes through the answers altogether with the class giving her the answers up to question 15. Teacher shows video of reading of the piece they have just worked on with subtitles in Portuguese. They then go through the final 5 answers as pupils will have been able to listen to them. Then go through them on the board for spelling. Teacher goes through what she expects, pupils must now create comprehension questions which they will then give to another pair to answer. They must then have a conversation to discuss the answers after they have completed the activity.  Pupils answer orally in front of the class asking and answering the questions they have been given.

**Meeting about project for autonomy**

Materials for project on e-twinning page. All materials to help to make pupils more autonomous. Hopefully to make pupils more independent.

They have the opportunity to analyse lessons and say which activities they find more useful. The main goal is to have pupils to reflect on the teaching and learning process. Engaging them in situations where they can make choices and assume responsibility. They will have to negotiate and work with others. Research has come from Scandinavia and northern countries.

A multidisciplinary team in school here all trying to adapt different strategies. They try to understand why so many students don't get involved in the learning process. A research project at a recent university asked students to describe an activity they liked and why and one that they didn't and why. This information was collated and given back to teachers to help improve strategies. Self regulation instrument for teachers but also as an observation grid for the students too.

There are 2 students observing at a time, do the rest of the class agree with their observations. If any of the teams want to participate in the research project you need to try this project in school, analyse and write a paragraph describing any impact/ observations. Can use the lesson observations just once a week for a certain amount of weeks for example.

The paper needs to be written by Isabel at the end of March so this information needs to be given to Isabel by the end of February. A short report of outcomes about how the students reacted and how teachers reacted to the activity. Did you think it was worthwhile? Do you think it changed anything? Many students here think it makes them more attentive in class. Learning autonomy takes effort and it must've done in a systematic way. You must try to create a routine so that students can understand. Can be pupils of different ages.

If you want to be involved let Isabel know by the end of October. 5 lessons to be observed of you want to take part in the project. School council?

**Talk about discrimination/ integration issues in schools by university lecturer from the social science department of education in the local university. Maria José Casa-Nova University of Minho.**

Denaturalising discrimination, making discrimination an unnatural behaviour. Who defines 'different' and 'normal'? Rather than the difference came to is, it should be  differences came together. Everyone had the right to an education, no one set of people should feel glad/ lucky that any other person is at their school as everyone should be equal. What does 'our school' mean? School can sometimes be thought of as a 'territory' of one culture, the culture of the majority. Therefore, discrimination happens because difference is perceived in a hierarchical way.

What does the word culture mean? We all have a concept about it. Was surface discrimination, more deep rooted characteristics can lead to discrimination. Stereotypes are not facts, they are generalisations. Culture is not static it is a dynamic process. We need to look at each other as human beings that are learning, growing and have changing moral values. What is 'normal'? Acting normally is acting according to the values of a certain society. To be abnormal in daily life means that someone is weird, that is the negative connotation that is given to that word. Those that are 'abnormal' then tend to be segregated as they are right and they are wrong. This makes those people suffer as they feel difference in a negative way. Video about normality being flipped! 'Imagine a world where being homosexual was the norm and being heterosexual was abnormal'. Imagine this for all types of difference.

**Friday 13th October 2017**

***Shelter for victims of domestic violence, Braga.***

This organisation works with schools to talk about all types of social discrimination. Not just domestic violence but all types of violence. Ethnic, racial, gender... etc they put on shows for younger people including a Portuguese actress who supports the foundation. Each class in school has 2 reps, all those reps have been invited to celebrate the day of equality with this organisation. It's a safe place that victims can come to, there are 3 houses here. They are used when people have left a violent situation and a trying to rebuild their lives. Everything is provided for them to live. Each tile in the office represents an important step in the creation of the project. This is a new organisation that has opened in Braga. The victims can come from any part of Portugal, victims are relocated and rehoused with the help of the shelter. Jen they come here most of the problems are resolved as the building is quite exposed. Victims from Braga will not be kept here as it is too close for them to start a new life.

Domestic violence a real problem here, mainly women. On average 1 woman a month dies as a result of domestic violence in Portugal. Funded by the municipality, run by a former police officer and doctors who work for social services. Try not to have people of the same age in the shelter to try and avoid conflict. There is a 3 bedroom apartment with shared areas e.g. Bathroom, kitchen and living areas. There is also a 2 bedroom house available. This will be shared by 2 victims. Victims can stay here for 10 months maximum. There are 3 people, the coordinator the socio therapist/ psychologist and a lawyer. There are a lot of processes of integration that victims can seek help with here. These are transition apartments they are the final part of the process of a victim reintegrating and building a new life.

**Project meeting:**

* Questionnaire to be given out to pupils and teachers to evaluate.

**Trip to La Réunion:**

Tina has asked about group booking 1190 euros return each. With a 50 euro extra charge for doing a group booking.  Stéphane checked the price yesterday, Air Mauritius Air Australia Air France if you fly on Friday the price is a lot lower 200 euros cheaper with Air France on the Friday. That is from Paris to Réunion return. South of the island and only 10 minutes to the coast. Many different airlines. Check them all.

Fly into Saint Denis in the north. If you can fly to Saint Pierre that's fine but much fewer flights. Start booking as soon as possible. Summer clothes but bring layers as higher you go it gets colder. Winter in July in Réunion. 3+GMT. Lessons begin at 7.30-11.30 then lunch then 1pm-5pm. Bungalows/ teacher stay. Check air bnb as cheaper than hotel.

Diversity and equality to be explored there, diversity of landscape. Diversity of religions.16-18 teachers hoping to go. Réunion team can book bungalows for us. If we can arrive in the same day it will be easier. The airport is an hour away. Saturday 21st to return. On Fridays with Air Austral there are special offers. Lots of cars in La Réunion may be easier to rent a car if you want to explore more. The bungalow is close to Étang Salé there are some restaurants and shops but if you want to go further a car may be easier.

**To-do for La Reunion:** Prep presentation on Réunion, students’ thoughts on language, culture, landscape etc.

**Wales visit:**

* Laanila - 2 teachers 2 students
* Swedish school -
* Italy -
* La Réunion - 2 teacher’s
* Portugal would like to bring 3-4 students if we can host 2-3 teachers.
* Spain - 2 teacher’s 3-4 students

**To do for Wales:** Prep SDG presentation (Liz will forward topics) and gender equality in sport?

**Finland Visit** - 6day stay?