

Context

Main objective of the project	Exchange of Good Practices
Project Title	'Project Based Learning' in Action
Project Acronym	PBL in Action
Project Start Date (dd-mm-yyyy)	01-09-2018
Project Total Duration	24 months
Project End Date (dd-mm-yyyy)	31-08-2020
National Agency of the Applicant Organisation	UK01 British Council, in partnership with Ecorys UK – British Council
Language used to fill in the form	English

For further details about the available Erasmus+ National Agencies, please consult the following page:

<https://ec.europa.eu/programmes/erasmus-plus/contact>

Participating Organisations

Please note, the PIC code is a unique identifier for the organisation within the whole Erasmus+ Programme. It should be requested only once per organisation and used in all applications for all Erasmus+ actions and calls. Organisations that have previously registered for a PIC should not register again. If an organisation needs to change some of the information linked to the PIC, this can be done through the Participant Portal. (<http://ec.europa.eu/education/participants/portal/desktop/en/home.html>)

Applicant Organisation

PIC	943400952
Legal name	John Donne Primary School
Legal name (national language)	John Donne Primary School
National ID (if applicable)	8791046
Department (if applicable)	
Acronym	
Address	Woods Road
Country	United Kingdom
P.O. Box	
Post Code	SE15 2SW
CEDEX	
City	London
Website	www.johndonne.southwark.sch.uk
Email	
Telephone	+442076390594
Fax	

Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is your organisation a public body?	Yes



Is your organisation a non-profit?

Yes

Associated Persons

Legal Representative

Title

Ms

Gender

Female

First Name

Jo

Family Name

Rooney

Department

Leadership

Position

Head

Email

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Telephone

0044 20 7639 0594

If the address is different from the one of the organisation

No

Address

Woods Road

Country

United Kingdom

P.O. Box

Postal Code

SE15 2SW

CEDEX

City

London

Contact Person

Title

Mr

Gender

Male

First Name

Christopher

Family Name

Souvlis



Department	Leadership
Position	Teaching Support
Email	Chris.Souvlis@gmx.com
Telephone	00447943326440
Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	Woods Road
Country	United Kingdom
P.O. Box	
Postal Code	SE15 2SW
CEDEX	
City	London

Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in the school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?

John Donne Academy is a multicultural education establishment for pupils aged between 3 and 11 years rated OUTSTANDING by Ofsted at our most recent inspection. We became an Academy in Southwark borough in January 2014. We are situated in Peckham, a vibrant, exciting and multi-cultural area in South East London. We provide a curriculum strong in the arts and sports, as well as a school provision which offers care from 7.45 am until 6.00 pm daily and during the summer break. We welcome all parents and children to our school in the hope they will enjoy their years as part of our school community. Our main aims at John Donne Primary School are to enable all pupils to: improve on their previous best. be happy in school and to find pleasure in learning. live in an ethos of fairness, honesty and mutual respect among all members of the school community. develop self-discipline and a positive self image. be prepared for the next stage in their academic career and for life. We know that strong leadership with intelligent teaching at its heart is the only way for us to achieve success (and retain excellent staff) in such a challenging, urban area. We have a management structure which features a co-headship. Both our Heads have extensive experience, with one being a qualified Ofsted inspectors and the other in charge of our learning curriculum They support a highly experienced lead teaching team. As an Academy, we are experienced at managing a sizable school budget. We work with other schools to support their leaders and to ensure we enhance the development of our own leaders and other staff. Keeping our teacher relevant and exciting is essential for pupils from so many varied and disadvantaged backgrounds. We undertake significant international collaboration, which has been noted by Ofsted and by the National College of School Leadership as one of our strengths. We have consistently supported other schools to also engage internationally as well. Project based Learning is something we've identified as essential to elevate the already high level of teaching we deliver. We want all staff at all years to understand and introduce it and have begun to develop that this year. The key people to coordinate our project will be our International coordinator, who has previously steered a 10 partner Cross Sectoral KA 2 project we led, our Senior Leadership team including Head Jo Rooney and Deputy Matt Rose, and key teachers Evie Whistler, Alana Revell Rhor, Jessica Susman & Catherine Shuttleworth. Should any of those staff leave, their replacements would take on their project leadership role. We are at the start of learning how best to implement Project Based Learning across our school. Our project management experience will be key, as will our past experience training staff (including future teachers from local Universities who we help train) and our history of contributing with international partners to collaborative EU projects.

Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Erasmus+ KEY ACTION 2
Year	2015
Project Identification or Contract Number	2015-1-UK01-KA201-013732
Applicant/Beneficiary Name	John Donne School

Partner Organisations

PIC	922847525
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Legal name	Ecole élémentaire Pau Casals
Legal name (national language)	
National ID (if applicable)	0660765Y
Department (if applicable)	
Acronym	
Address	Rue du Pla Guillem
Country	France
P.O. Box	
Post Code	66240
CEDEX	
City	Saint-Estève
Website	
Email	
Telephone	+33468387459
Fax	

Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons

Legal Representative

Title	Ms
Gender	Female



First Name	Isabelle
Family Name	Roussel
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Position	President
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If the address is different from the one of the organisation	No
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Postal Code	66000
CEDEX	
City	Perpignan

Contact Person

Title	Mr
Gender	Male
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Family Name	Bizzari
Department	Management
Position	Head
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Telephone	00336.08.22.41.61
Preferred Contact	Yes
If the address is different from the one of the organisation	No



Address	Rue du Pla Guillem
Country	France
P.O. Box	
Postal Code	66240
CEDEX	
City	Saint-Estève

Background and Experience

Please briefly present the school and include the following information:

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The school Pau Casals is located in Saint-Estève close to Perpignan. The pupils enter the school at age 6 (Course Préparatoire) and study during five years: equivalent to year 2 to year 6 in the UK. Saint-Estève is a small city (12 000 inhabitants) and really quiet. There is a class for special needs children (Unité Locale d'Inclusion Scolaire : ULIS) All the classrooms are connected to internet and have an interactive whiteboard. This year, there are 297 learners (12 classes) and 14 teachers (there are teachers working part time). In the school all the pupils learn english and german (45 minutes per week) : learning languages is one of the most important objectives we focus on. Working with other European schools is an occasion to give sense to this learning. We also believe that project-based learning is the key to success. We often find that learners lack motivation: this is a way to change that. Laurent Bizzari and Caroline Domenech will lead the project in the school but the plan is to involve class teachers from all year groups. The Head will continue to monitor and drive the project, regardless of any staff changes. Two classes are committed in exchanges with English, Scottish and German schools. Two teachers recently participated in Erasmus + in-service projects : in Edinburgh and in Lincoln and London. For 2018/2019, four teachers applied to this project. So we are clear that collaborating with others in Education both locally and at the European level is the way for us to constantly improve our teaching and learning. We are also very interested in the Project Based Learning pedagogical approach. In the special needs class, project-based learning is used everyday. The staff works together on many projects : mathematics, the school newspaper., literature... We really look for new ideas for learning and especially helping challenging students. With our project partner schools, we want to learn about all the possibilities for this method to improve our teaching. We work on new projects inspired based on the observations of English schools in some cases already. We will bring all our expertise and this experience to this new project. We are keen to share our evaluation skills with the others also.



Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Erasmus+ Key Action 1
Year	2017
Project Identification or Contract Number	2016-1-FR01-KA101-023386
Applicant/Beneficiary Name	Pau Casals School

Partner Organisations

PIC	921768885
Legal name	CEIP Juan del Río Ayala
Legal name (national language)	CEIP Juan del Río Ayala
National ID (if applicable)	35003927
Department (if applicable)	
Acronym	
Address	C/ Circunvalación, 1
Country	Spain
P.O. Box	
Post Code	35300
CEDEX	
City	Santa Brígida
Website	http://www3.gobiernodecanarias.org/medusa/edublogs/ceipjuandelrioayala/
Email	
Telephone	+34928641528
Fax	



Profile

Type of Organisation

School/Institute/Educational centre – General education (primary level)

Is the organisation a public body?

Yes

Is the organisation a non-profit?

Yes

Associated Persons

Legal Representative

Title

Mrs

Gender

Female

First Name

Cathaysa

Family Name

Ojeda

Department

Position

Head

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Telephone

0034641528

If the address is different from the one of the organisation

No

Address

C/ Circunvalación, 1

Country

Spain

P.O. Box

Postal Code

35300

CEDEX

City

Santa Brígida

Contact Person

Title

Mrs



Gender	Female
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Family Name	Cantizano Mariscal
Department	
Position	Teacher
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Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	C/ Circunvalación, 1
Country	Spain
P.O. Box	
Postal Code	35300
CEDEX	
City	Santa Brígida

Background and Experience

Please briefly present the school and include the following information:

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CEIP (Infant and Primary State School) Juan del Río Ayala is located in the centre of Santa Brígida, 13 kms from the capital of Gran Canaria, Las Palmas de Gran Canaria. The name of the school refers to a famous local writer. Funded in 1976, it is adapted for physically disabled pupils. We have over four hundred pupils from 3 to 12 years old and 30 teachers. Many families have poor socio-economic conditions and they face many hardships but, most of our students are interested in culture, traditions and Heritage of European countries, so we strive as a school to bring as much of the outside world into our school, and our lives, as possible, through European projects (eTwinning and Erasmus+) or any other opportunity. The Parents Association is integrated as an important part of our school community. Foreign languages are very important for us, We belong to the CLIL Program for the Canary Islands (Content and Language Integrated Learning) integrating Natural Science or Social Studies contents into the English language lessons. We have started a new Canarian program that drives us to teach Social Science in English language in Primary year 1 and 2. Our school curriculum has recently included Emotional Learning and Creativity as a school subject from first to fourth grades in Primary, Our quality system goes through continuous evaluation. We all want to have more happy and engaged pupils by addressing more enjoyable and rewarding lessons, keep connecting students and school with communities and the real world. This will lead to improved learning, will address standards and build success for transition between the different stages of Education. All our Pre-school teachers have gradually introduced PBL approach into their classrooms with great satisfaction. Some Primary teachers have also shown an interest and all teaching staff are now training about PBL as part of our improvement plan, with the idea of spreading PBL approach to all levels in Primary too. In this training we have included some digital applications applied to Education as we consider digital skills very important as 21st century skills. The school management team supports this project. There are already two European project coordinators with experience in previous Comenius and Erasmus+ partnerships, both experienced English as a foreign language teacher playing different roles at CEIP Juan del Río Ayala: Antonio Puerta Cáceres and M^a Cecilia Cantizano Mariscal Antonio Puerta Cáceres teaches English and Natural/Social Science (CLIL) in Primary upper levels, from third to sixth grades. M^a Cecilia Cantizano Mariscal works now as a Primary second level class teacher, She's also an eTwinning ambassador and experienced European project coordinator (Comenius and Erasmus+). Our Pre-Primary level teachers have already introduced PBL in their lessons and other teachers are very enthusiastic or have experienced PBL at previous schools.

Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme

Erasmus+ KA2

Year

2016

Project Identification or Contract Number

2016-1-ES01-KA219-025012_1

Applicant/Beneficiary Name

Juan del Río Ayala School

Partner Organisations

PIC

907273011

Legal name	Herrestaskolan
Legal name (national language)	Herrestaskolan
National ID (if applicable)	
Department (if applicable)	
Acronym	
Address	Karlslundsvägen 25
Country	Sweden
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Post Code	177 44
CEDEX	
City	Järfälla
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Email	
Telephone	+46858029599
Fax	

Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons

Legal Representative

Title	Mrs
Gender	Female

First Name	Satu
Family Name	Harnesk
Department	
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Country	Sweden
P.O. Box	
Postal Code	177 44
CEDEX	
City	Järfälla

Contact Person

Title	Mr
Gender	Male
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Family Name	Sunden
Department	Managment
Position	Assistant Head
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Telephone	0046858028721
Preferred Contact	Yes
If the address is different from the one of the organisation	No



Address	Karlslundsvägen 25
Country	Sweden
P.O. Box	
Postal Code	177 44
CEDEX	
City	Järfälla

Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
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- Is there any specific experience or expertise that this school and its staff can contribute to the project?

Herrestaskolan opened in 2016, has an environmental certification and is labelled as a sustainable building. It has committed teachers who want to do well for the community of Jarfalla, on the outskirts of Stockholm, which is where the school is located. The school has about 300 students aged from six to eleven years old. There are around 35 members of staff. We would like to learn more about PBL and make international contacts so that we can develop our teaching skills together. The theme of this project is something that we have attempted to use....though with a different name...but only sporadically to date. The project would allow the sharing of pedagogy to enrich our teaching using this method ...at least that is our objective. We have not had an international partnership before and this is something that really interests our staff and pupils and could bring about a lot of positive developments for our school. We could share our project experience and our learning with staff from other local schools in our network here in the municipality of Jarfalla. The key persons will be Daniel Sundén, assistant head and teachers in the six-year old group as well as teachers who have fourth grade students (10 years old). Our teachers are: Emma Åkerberg , year 0 (6-year olds) teacher, Marie Hanstad, year 5 teacher, Carolyn McKenzie, year 4 teacher, Joakim Heneskär – Bucht, and one more year 4 teacher yet to be chosen. They will lead the collaboration for our school and feed back to the rest of our teaching staff. None of our teachers use PBL in a systematic way so we have a lot to learn although we also are looking forward to sharing knowledge about the current teaching methods we use and of the Swedish educational context. In case the key staff involved leave they will be replaced by other current members of staff with the Senior Leadership continuing to guide all aspects of the project.

Have you participated in a European Union granted project in the 3 years preceding this application?

No



Partner Organisations

PIC	906862313
Legal name	Goose Green Primary School
Legal name (national language)	Goose Green Primary School
National ID (if applicable)	138842
Department (if applicable)	
Acronym	
Address	Tintagel Crescent
Country	United Kingdom
P.O. Box	
Post Code	se5 9rr
CEDEX	
City	london
Website	goosegreenprimaryschool.org
Email	
Telephone	+442086933568
Fax	

Profile

Type of Organisation	School/Institute/Educational centre – General education (primary level)
Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes

Associated Persons



Legal Representative

Title	Mr
Gender	Male
First Name	Simon
Family Name	Wattam
Department	Leadership
Position	Head
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If the address is different from the one of the organisation	No
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Country	United Kingdom
P.O. Box	
Postal Code	se5 9rr
CEDEX	
City	london

Contact Person

Title	ms
Gender	Female
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Family Name	White
Department	Leadership
Position	Assistant Head
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Telephone	020 86933568



Preferred Contact	Yes
If the address is different from the one of the organisation	No
Address	Tintagel Crescent
Country	United Kingdom
P.O. Box	
Postal Code	se5 9rr
CEDEX	
City	london

Background and Experience

Please briefly present the school and include the following information:

- General information (e.g. the covered programmes/levels of education, number of staff and learners in the school)
- What is the school's motivation to join this project?
- Who will be the key people in charge of running the project in the school? In case these persons leave their post in the future, who will take over their role?
- Is there any specific experience or expertise that this school and its staff can contribute to the project?



Goose Green Primary is a two form entry primary school in South East London, with 442 children from Nursery to Year 6 (ages 3-11). There are 68 members of staff altogether, including leadership, teaching, support and administrative staff. We serve a diverse community, with children from many backgrounds and with many languages. We are keen to join this project because we want to develop links with other schools in order to share with, and learn from, one another. We understand that the opportunities to develop best practice in our teaching come about by actively seeking new experiences for our staff who then, in turn, disseminate new and innovative ideas for teaching and learning in our context. Our topic-based curriculum fits with the PBL theme of this project. But many of our children lack life experiences and the cultural capital that comes with them because their home life is difficult. We need to provide children with engaging experiences at school to give them the opportunities to develop their skills, to acquire new vocabulary and to particularly inform their writing. We are interested in exploring the problem based learning model as a way to develop this practice , to innovate and to keep thinking of new ways to excite pupils to learn. Our poor recent Ofsted inspection report damaged our reputation....and as a stand-alone academy, we have become quite insular. Now that we have a new Head Teacher and many new teaching staff, we want to look outwards & take inspiration from others. Assistant Head, Kirsty White, will lead the project. She is responsible for the development of Teaching and Learning across the school and is able to disseminate new ideas to all staff. If Kirsty leaves, or is unable to continue to lead the project, then Yr 6 teacher & MFL Head, Lucy Hutton, will coordinate. Other staff contributing will be teachers, Jonathan West, Heather Dunford, Anna Odell, Charlotte Rolls & Chloe Earle, who together will work to design, trial, evaluate and disseminate the best practice that is shared over the course of the project. New Head, Simon Wattam, has benefited from a number of collaborative European projects and will bring his experience from these opportunities to the school and to this project. He is particularly interested in understanding, describing and making an account of the learning that takes place for the individuals and schools involved in the project. This might involve a commentary of the project, an account of the experiences and learning, and a paper or report that outlines the learning over the course of the project. We bring our focus on creativity and our experience of innovative curriculum design to the partnership.

Have you participated in a European Union granted project in the 3 years preceding this application?

No



Description

Priorities

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HORIZONTAL: Development of relevant and high-quality skills and competences

If relevant, please select up to two additional priorities according to the objectives of your project.

SCHOOL EDUCATION: Promoting the acquisition of skills and competences

SCHOOL EDUCATION: Strengthening the profile(s) of the teaching profession

Description

Please describe the motivation for your project and explain why it should be funded.

John Donne Academy is a multicultural education establishment for pupils aged between 3 and 11 years rated OUTSTANDING by Ofsted at our most recent inspection. We are situated in the heart of Peckham, a vibrant, exciting and multi-cultural area in South East London, which brings numerous challenges, as well as opportunities.

The school is in an area of high deprivation. with pupils from many different countries who do not have English as their first language. In this environment, only the most highly motivated teachers flourish and we have to be careful that the challenges of the job do not take away from our focus on delivering inspiring teaching at all levels and at all times. We want our pupils to do well and constantly strive to keep the way we deliver our curriculum fresh and exciting for our students. We constantly aim to improve on our own high standards.

Because of this, our learning leaders have decided that the pedagogical approach known as 'Project Based Learning' (PBL) should be integrated into the curriculum by all teachers at all levels of the school. It's hoped that it will deliver teaching that will engage the widest possible demographic of pupils we serve.

This is a challenge...but also an exciting development for staff who now need to research the approach, practice it, develop it and deliver it.

To prepare for this, all staff were taken away for a Training conference on 19th and 20th October 2017 to start considering how best to integrate the method into their teaching. The idea for this project was then formulated.

Our motivation is that with the inspiration and collaboration of other schools, in similar circumstances but in different European contexts, we can all inspire each other and learn together how best to engage our pupils by using the PBL pedagogical approach. We expect the skills we can develop around PBL to be greater because of our collaboration and that the other partners schools will also benefit by learning from us....and from each other. We want the teaching in ALL of our partnership to develop and improve and be energized.

We have gathered a diverse cohort of partner schools to collaborate with us, all with different levels of experience of PBL. They are all ready to have their learning leaders contribute to the development of PBL during our exchanges, in order that improvements can be jointly designed and then delivered back in their own schools. They are also schools seeking to improve on the quality of the their teaching offer ... so together, we believe that new teaching approaches can be more creatively developed and that this project should be funded for the benefit of all of the staff taking part, all of their staff who they will disseminate our work to....and for all of our pupils who will benefit from the improved teaching which will result.

What are the objectives you would like to achieve and concrete results you would like to produce?
How are these objectives linked to the priorities you have selected?

The objectives of our project are to raise the skill level and competences of our teachers and to invigorate learning in all of our partner schools. We want our teachers to understand the PBL pedagogical approach and feel confident to integrate it into their classes. We want the profile of our teaching profession to be focused on and appreciated during this project. These objectives are directly linked to the priorities selected.

By the end of the project, we want more confident teachers, interested pupils and a range of classroom materials base on PBL to have been produced and be available for use on our Etwinning project twin space. We want all of the teachers taking part in our collaboration to further develop their classroom skills...and to have the chance as project leaders to develop as curriculum leads--able to inspire and train the rest of their colleagues back in school as well as each other during our project gatherings.

How are the planned activities going to lead to achievement of the project's objectives?

The planned activities provide a focus over the 2 years of our project on the role of our teachers in their classrooms and our approach to creating an exciting classroom learning environment, most likely to engage the largest possible number of pupils. During the 2 year life of our project, curriculum and project leaders from each school will meet at regular intervals to share pedagogical approaches with each other and to develop together as practitioners of PBL. They will develop joint PBL topics to deliver in their own schools and then compare and contrast progress together.

Staff will be on journey of reflection and learning and implementing of the PBL approach. The 4 short term joint staff training events will provide the 'scaffolding' for our collaboration and understanding and for the rolling out in all partner school of the PBL approach. Evaluation and dissemination and the cascading of the learning from the staff events back across all staff in the project schools will ensure we meet our objectives.

Health and Safety legal issues make it impossible for most of our partner schools to undertake pupil exchanges as well, which we would have liked to include. However, 2 of our partner schools do feel competent to arrange short term pupil exchanges (France and Spain) --so we plan to add reciprocal visits between them in to the last 2 short term joint staff events to benefit pupils from those schools and to provide all teachers from all of our partners the chance to work with them and to observe their learning together using the PBL practices.

Please select up to three topics addressed by your project.

Key Competences (incl. mathematics and literacy) - basic skills

New innovative curricula/educational methods/development of training courses

Quality Improvement Institutions and/or methods (incl. school development)

Participants

Please briefly describe who will take part in the project, including:

- The different groups that will take part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.), including participants who will participate locally.
- How are these groups going to participate?
- If pupils are involved in the project, please specify their age groups.

Note that specific details on selection of participants in Learning, teaching and training activities do not need to be repeated here if they are described in the dedicated section of the form: Learning Teaching Training

Participants taking part are core teaching leaders in each school, able to pilot a new approach they define together with partners and able to set the project PBL tasks to be undertaken by every partner school...as well as able to train other less experienced staff in their school to use PBL.

These 'core teams' have been identified in each school during the preparation phase and will take part in the short term training events and then cascade the work back in their schools. In the majority of cases, they include 1 --2 members of the each school's Senior Leadership Team, to ensure positive change is pushed forward across each school during the 2 years. Also included are some slightly less experienced teachers who will benefit from the professional development aspects of taking part -- both in researching and developing PBL for their own teaching and in leading the training of their fellow staff in the approach. A range of year groups are represented in each school.

Back in school, the full teaching compliment of each school is expected to benefit as the learning and practice of PBL is expected to cascade in each institution in line with our goal for our project to lead to whole school innovation.

Additionally, in Yr 2 of the project, we intend to choose 10 pupils from each of the 2 partner schools in France and Spain to undertake short term pupil exchange visits at the same time as the last 2 short term teacher training events. We would have liked this to be an ongoing feature of the project for all of the partners, but it is impossible for the UK and the Sweden schools to undertake for legal and safety and economic reasons. However, the Spanish school has recently completed a successful Erasmus+ project which included pupil groups travelling internationally and collaborating during teacher project meetings...and we intend to follow the format that worked so well for them already to allow pupils from both their schools to collaborate.

They will be 10 - 12 years in age and linked as pen pals in the first year via Etwinning where they'll get to know each other before their families each host the other at the final 2 staff events in Yr 2. They will undertake their own program alongside the teacher training events and experience each others' schools life before coming together with the teacher groups to work on PBL tasks together.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No



Management

Funds for Project Management and Implementation

Funds for 'Project Management and Implementation' are provided to all Strategic Partnerships based on the number of participating organisations and duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication and project management meetings between partners, small scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding. Note that all amounts are expressed in Euros.

Organisation Role	Grant per organisation and per month	Number of Organisations	Grant
Coordinator	500.00 EUR	1	12000.00 EUR
Partner	250.00 EUR	4	24000.00 EUR
Total		5	36000.00 EUR

Project Management and Implementation

Please describe the tasks and responsibilities of each partner school. Explain how you will ensure sound management of the project and good cooperation and communication between partners during its implementation.

Each project school in the partnership will have core tasks for the project...as well as partner specific tasks to fulfill. The core tasks include to fully contribute to each of the 4 short term training events around which the project is built, including delivering presentations at each meeting which add to the combined knowledge of the group, researching and developing PBL together and cascading knowledge collected at each event back to their full teaching teams at home.

These core teams will extrapolate the pedagogical possibilities of PBL in their own school and educational context to bring about positive improvements to teaching and learning.

Specific tasks for each partner school will also be undertaken.

John Donne School (UK) will coordinate the delivery of the project, supporting the other partners with budget management and ensuring we keep to schedule.

Goose Green School (UK) will monitor Learning and deliver a final paper on it's development at the conclusion of the project.

CEIP Juan del Río Ayala (ES) will lead Etwinning Communication and maintain our twinspace online presence. With successful past pupil exchange experience, they will also help to coordinate the Yr 2 pupil visits.

Ecole Elémentaire Pau Casals (FR) will lead on project evaluation.

Herrestaskolan (SE) will lead dissemination, inc logo /Facebook/ partner strategies for local, national & international dissemination.

--Management: a core PBL project team has been established in each partner school. These staff will attend the 4 training events and manage the project in their region. They contain at last one Senior School Leader to ensure momentum both in school and within the project. They will manage the budget with their fiance head and communication with the coordinator at John Donne School

--Cooperation: Each team in each country knows their role in the project and has helped to decide the remit of the project during our preparation phase. We expect excellent cooperation, each partner school having met staff from the others in previous educational contexts. e.g. John Donne school hosted French partner school staff during 2017 and the UK lead visited the Swedish partner during a KA1 course there. We've worked with the ES lead since 2012 . At each event, the coordinator will evaluate with the full group how well cooperation is developing.

--Communication: Lead partners from each project school are already in touch on Facebook and by email. The coordinating school developed links with each partner institution in the past and chose them for their ability to work well together, as well as the experience of PBL each can bring from their different, but complimentary contexts. Our project etwinning space is set up, ready for communicating and documenting all aspects of our project work once we receive approval. Each school has a lead project person within their core team who will manage communication for their school.

Please make sure to include all project meetings, events and activities in the section:

How did you choose the project partners? Does your project involve schools that have never previously been involved in a Strategic Partnership? If yes, please explain how the other partners can support them during the project.

All of the partners chosen to be in the project are from similarly challenging contexts and focused on delivering quality teaching...and all have had personal contact in some way with the coordinating school in the past.

John Donne School has been working with nearby Goose Green School to support their improvement since a recent, disappointing Ofsted report.

They also hosted a visit by some of the French partner School's teachers in 2017 where similarities in teaching approaches were identified.

John Donne School were involved in Comenius Regio project 2013 - 15 with the Jarfalla region of Sweden. Our Swedish partner school in this project is from Jarfalla, and though it was not involved in the previous project, John Donne's international coordinator visited our new Swedish partner school in 2017 and was impressed with the school and its teachers and what they could offer to the project.

and....

The coordinator of the Spanish partner school has worked informally with John Donne School since 2012 and has a wealth of experience of international projects to share.

Only Goose Green School (UK) and the Swedish partner school, Herrestaskolan, have not been involved in such international collaboration before....and we feel they have a lot to offer such a project. We're excited to help support and lead them by example to become confident project partners. John Donne School will mentor Goose Green school so that they play a full part in the project and the Training Events, including helping them to host some of the initial Event in the UK.

And there is already a good rapport between the Assistant Head who will lead the Swedish collaboration and the John Donne School International coordinator. There is no language barrier as their staff speak such good English and all of the resources and experience of the other partners will be at their disposal.

Have you used or do you plan to use eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

Etwinning will form an integral part of our project. We will use it for communication and upload all of the project documentation and results there.

The Spanish partner school are very experienced with the platform (their International Lead is also an Etwinning Ambassador for the Canary Islands) and she will lead the recording and dissemination for the project via our Etwinning project web space.

The Spanish school were also involved in a previous Erasmus+ project which included highly successful pupil exchanges from groups of 10 students of 10 - 12 years of age from each partner during the Joint Project Meetings. Although not all of our partner schools are able to consider this for our new project, the Spanish and French schools are...and will use Etwinning to link the pupils to work together in pairs in Yr 1 so that in Yr 2, they already know each other and can work together confidently by the time that they exchange.

All of our results will uploaded to the Erasmus+ Project Results Platform by the conclusion of our project and we expect this, as well as our Etwinning twinspace to provide a source of inspiration for our teachers (and others) to inspire their delivery of PBL lessons throughout the project and into the future.

List of Activities

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

Please describe the practical arrangements for the planned Learning, Teaching and Training activities. How will you select, prepare and support the participants, and ensure their safety?

Teachers participating in each event will be drawn from a core team in each participating school who have been chosen to lead the learning on the Project Based Learning pedagogy and to lead on the project collaboration.

All of the practical arrangements will be overseen each time by the Coordinating partner, John Donne School, which is very experienced in leading international projects, including 3 successful Comenius Regio projects and a 2 yr cross sectoral Erasmus+ KA2 project of 10 partners from 2015 - 17. www.PHWB-project.com

The school's international leader will coordinate the first training event to be hosted in the UK and then work each time with the particular school hosting to ensure that the program is correctly devised and executed and evaluated each time. Participants will have this program and joining instructions well in advance of each event and be briefed about the practical arrangements prior to travelling. Reports and photos of each event will be collected along with the outcomes and presentations used and posted to the project's Etwinning twinspace afterwards, to ensure a complete record of the entire project is kept.

Part of each event's schedule will include dedicated time for the evaluation of that particular event....and for the checking against the original application that all tasks set out to be undertaken are being delivered and in the time-frame envisaged at the beginning. In this way, we can be sure that all of the project will be delivered at the required, high standard and in the available time.

All schools will have the necessary insurance and emergency communications procedures in place to ensure the care and safety of their participants. Reputable hotels will be found within budget to allow all participants to be housed together. Schools will purchase the necessary transport for each of their cohorts of participants with the advice of the John Donne School coordinator.

In the final year of our project, 2 of our partner schools (France and Spain) can meet the requirements to safely include pupil groups where we meet to collaborate. The Spanish school are highly experienced with previous successful pupil exchanges during their 'Colourful Songs' Erasmus+ KA2 project. The procedures developed for those exchanges will be used to ensure the safe and beneficial exchanges between French and Spanish pupil groups in our project. 10 pupils of 10 -- 12 yrs from each school will be nominated by parents and then chosen to take part with partner pupils, paired in Yr 1 via Etwinning and working together online, before staying in each others homes and attending each others classes in Yr 2. All of the necessary legal and safety checks will be undertaken to the satisfaction of parents and teachers and head teachers in both cases. Because the pupil exchange visits will take place at the same time as the Teacher Training Events, they will have familiar teachers supporting them too.

In case you plan to include learning, teaching or training activities please encode them here.

ID	Leading Organisation	Activity Type	Field	No. of Participants	Grant
C1	John Donne Primary School (943400952)	Short-term joint staff training events	SCHOOLS	15	12500.00 EUR
C2	Herrestaskolan (907273011)	Short-term joint staff training events	SCHOOLS	21	20055.00 EUR
C3	CEIP Juan del Río Ayala (921768885)	Short-term joint staff training events	SCHOOLS	21	20460.00 EUR
C4	Ecole élémentaire Pau Casals (922847525)	Short-term joint staff training events	SCHOOLS	21	17755.00 EUR
C5	CEIP Juan del Río Ayala (921768885)	Short-term exchanges of groups of pupils	SCHOOLS	10	6500.00 EUR
C6	Ecole élémentaire Pau Casals (922847525)	Short-term exchanges of groups of pupils	SCHOOLS	10	6500.00 EUR

Activity Details (C1)

Field	Activity Type
SCHOOLS	Short-term joint staff training events
Activity Title	
Training Event 1	

Leading Organisation		Participating Organisations	
John Donne Primary School		Ecole élémentaire Pau Casals CEIP Juan del Río Ayala Herrestaskolan Goose Green Primary School	
Starting Period	Duration (days)	Country of Venue	
11-2018	3	United Kingdom	

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

All of the partner institutions in the project will meet for the first time once funding has been allocated. The coordinating school, John Donne Primary, will host the first of the short term staff training event in the UK with nearby Goose Green Primary also helping to host. The coordinating team will reiterate the full remit of the project and our timeline for collaboration, ensuring that all partners are signed up to the project objects for their school and for the partnership.

We plan to hold all of the meetings partly over the weekend and partly during active school days. This will allow the greatest number of staff from the hosting school to be available to work intensively with visiting teachers during the weekend period when they don't have to teach, while also allowing everyone to experience the educational context (and the use of PBL with pupils) during the active school day/s that follow.

This first event will be divided into networking, information about the UK education system and context, presentations from every partner to allow them to set out the details of the teaching styles and pedagogy and educational contexts they have, discussions of similarities and differences regarding approaches to the curriculum, work on defining exactly what PBL can look like in practice and what benefits it brings, discussion of the roles and tasks in the project of all of those collaborating, budget overview and management advice, school and teaching observation at John Donne School and Goose Green School, discussion of what has been seen, action planning for dissemination back in home schools and evaluation. All of the presentations and outcomes of the meeting will be uploaded online.

As mentioned, the normal activities of both of the UK schools will be incorporated into project collaboration during part of the event, while scheduling some of the work time for days when school is not in session will allow dedicated time for partners to focus on presentations and discussions away from the pressure of usual school day commitments.

How is participation in this activity going to benefit the involved participants?

All of the partners will leave the meeting with a clearly understood view of the remit of the project and the different roles of those taking part. Grant and time management will be discussed.

All contributors should have a better understanding of what PBL is/ can be...and why it is seen as a beneficial pedagogy for schools to use. They should understand the context and use of PBL to date by all of the partnership schools. They should especially understand the education practices in the UK and especially in the context of John Donne School and Goose Green School.

They should be able to take all of this information back to their own schools to benefit other staff who have not attended by cascading their learning back to colleagues and give the many ideas for reflection and evaluation of their practice.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	CEIP Juan del Río Ayala / Spain	2000-2999 km	5	5	4450.00 EUR
2	Ecole élémentaire Pau Casals / France	500-1999 km	5	5	4025.00 EUR
3	Herrestaskolan / Sweden	500-1999 km	5	5	4025.00 EUR

Flow 1, Activity (C1 - Training Event 1)

Organisation / Country	Country of Venue
CEIP Juan del Río Ayala / Spain	United Kingdom

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	5	360.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	1	530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Flow 2, Activity (C1 - Training Event 1)

Organisation / Country		Country of Venue
Ecole élémentaire Pau Casals / France		United Kingdom
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	5	275.00 EUR	1375.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Flow 3, Activity (C1 - Training Event 1)

Organisation / Country		Country of Venue
Herrestaskolan / Sweden		United Kingdom
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	5	275.00 EUR	1375.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Activity Budget

Budget Items	Grant
Travel	4550.00 EUR
Individual Support	7950.00 EUR

Activity Details (C2)

Field	Activity Type	
SCHOOLS	Short-term joint staff training events	
Activity Title		
Training Event 2		
Leading Organisation	Participating Organisations	
Herrestaskolan	John Donne Primary School Ecole élémentaire Pau Casals CEIP Juan del Río Ayala Goose Green Primary School	
Starting Period	Duration (days)	Country of Venue
04-2019	3	Sweden

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

All of the partner institutions in the project will meet for the second meeting of the 1st year of the partnership in Sweden. Herrestaskolan will host this short term staff training event, allowing the partner representatives to report back on developments in each partner school since the initial meeting in the UK.

This time, our expectations will be less about defining the possibilities of PBL and more focused on the development of a shared PBL subject or task that all partners can attempt to develop across the curriculum in their own school and report back on at future project events. This will set the scene for shared learning about how a topic can be approached in different ways in different contexts and and shared evaluation of what has and has not worked.

As with the other meetings, this even will be held partly over the weekend and partly during active school days. This will allow the greatest number of staff from the hosting Swedish school to be available to work intensively with visiting teachers during the weekend period when they don't have to teach, while also allowing everyone to experience the educational context (and the use of PBL with pupils) during the active school day/s that follow.

Methodology will include formal presentations, discussions, group work, observation, written tasks and evaluation by discussion and questionnaire.

This event will be divided into networking, information about the Swedish education system and context, presentations from every partner to allow them to set out pedagogical developments at their school since the previous meeting, work on developing a joint PBL task to be tackled by each partner, budget overview and project management overview led by the UK coordinating school, school and teaching observation at Herrestakolan, discussion of what has been seen, action planning for dissemination back in home schools and evaluation. All of the presentations and outcomes of the meeting will be uploaded online.

As mentioned, the normal activities of the school will be incorporated into project collaboration during part of the event, while scheduling some of the work time for days when school is not in session will allow dedicated time for partners to focus on presentations and discussions away from the pressure of usual school day commitments.

How is participation in this activity going to benefit the involved participants?

All of the partners will learn more about PBL and share how it is being developed in all of the project partner countries. Participants will be expected to present and contribute to discussions with partners. Grant and time management and schedule obligations will be discussed.

They should leave the Training Event with a better understanding of the school system in Sweden and a clear idea of a partnership devised PBL task to take back to develop for their school. They should become much more familiar with the context and educational practice of the Swedish partner school.

They should be able to take all of this information back to their own schools to benefit other staff who have not attended by cascading their learning back to colleagues and give the many ideas for reflection and evaluation of their practice.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	CEIP Juan del Río Ayala / Spain	4000-7999 km	5	5	6750.00 EUR
2	Ecole élémentaire Pau Casals / France	2000-2999 km	5	5	4450.00 EUR
3	John Donne Primary School / United Kingdom	500-1999 km	5	6	4830.00 EUR
4	Goose Green Primary School / United Kingdom	500-1999 km	5	5	4025.00 EUR

Flow 1, Activity (C2 - Training Event 2)

Organisation / Country		Country of Venue
CEIP Juan del Río Ayala / Spain		Sweden
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
4000-7999 km	5	820.00 EUR	4100.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Flow 2, Activity (C2 - Training Event 2)

Organisation / Country		Country of Venue
Ecole élémentaire Pau Casals / France		Sweden
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	5	360.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	1	530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Flow 3, Activity (C2 - Training Event 2)

Organisation / Country		Country of Venue
John Donne Primary School / United Kingdom		Sweden
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
6	0	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	5	530.00 EUR	3180.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR

Total Individual Support Grant	3180.00 EUR
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Flow 4, Activity (C2 - Training Event 2)

Organisation / Country	Country of Venue
Goose Green Primary School / United Kingdom	Sweden

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	5	275.00 EUR	1375.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Activity Budget

Budget Items	Grant
Travel	8925.00 EUR
Individual Support	11130.00 EUR

Activity Details (C3)

Field	Activity Type
SCHOOLS	Short-term joint staff training events
Activity Title	
Training Event 3	

Leading Organisation		Participating Organisations	
CEIP Juan del Río Ayala		John Donne Primary School Ecole élémentaire Pau Casals Herrestaskolan Goose Green Primary School	
Starting Period	Duration (days)	Country of Venue	
11-2019	3	Spain	

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

All of the partner institutions in the project will meet for the third meeting of the of the partnership in Gran Canaria, Spain in November 2019. Juan del Rio Ayala Primary School will host this short term staff training event, allowing the partner representatives to report back on developments in each partner school since the first year of the project.

Results of the shared PBL subject or task that all partners have worked on across the curriculum in their own school will be a focus. Different approaches due to the different contexts of the partner schools are expected, which will be outlined and then evaluated and discussed.

There will be shared evaluation of what has and has not worked and a more indepth examination of Project Based Learning.

As with the other meetings, this even will be held partly over the weekend and partly during active school days. This will allow the greatest number of staff from the hosting Spanish school to be available to work intensively with visiting teachers during the weekend period when they don't have to teach, while also allowing everyone to experience the educational context (and the use of PBL with pupils) during the active school day/s that follow.

Methodology will include formal presentations, discussions, group work, observation, written tasks and evaluation by discussion and questionnaire.

This event will be divided into networking, information about the Spanish education system and context, presentations from every partner to allow them to set out pedagogical developments at their school since the previous meeting and their work on our joint PBL task, budget overview and project management overview led by the UK coordinator, school and teaching observation at Juan del Rio Alyala School, discussion of what has been seen, action planning for dissemination back in home schools and evaluation. All of the presentations and outcomes of the meeting will be uploaded online.

As mentioned, the normal activities of the school will be incorporated into project collaboration during part of the event, while scheduling some of the work time for days when school is not in session will allow dedicated time for partners to focus on presentations and discussions away from the pressure of usual school day commitments. The first of 2 Pupil Exchanges between the French and Spanish partner schools will coincide, allowing collaborating staff to observe the pupils working together using the PBL methodology too.

How is participation in this activity going to benefit the involved participants?

All of the partners will learn more about PBL pedagogy and share how it is being developed in all of the project partner countries. Participants will further develop their project management skills as they will all be expected to present and contribute to discussions with partners. Grant and time management and schedule and evaluation/ dissemination obligations will be discussed.

They should leave the meeting with a better understanding of the school system in Gran Canaria and a clear idea of how the partnership devised PBL task has developed for each school. They should become much more familiar with the context and educational practice of the Spanish partner school.

They should be able to take all of this information back to their own schools to benefit other staff who have not attended by cascading their learning back to colleagues and give the many ideas for reflection and evaluation of their practice.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Ecole élémentaire Pau Casals / France	2000-2999 km	4	5	3920.00 EUR
2	Herrestaskolan / Sweden	4000-7999 km	5	5	6750.00 EUR
3	John Donne Primary School / United Kingdom	2000-2999 km	5	6	5340.00 EUR
4	Goose Green Primary School / United Kingdom	2000-2999 km	5	5	4450.00 EUR

Flow 1, Activity (C3 - Training Event 3)

Organisation / Country		Country of Venue
Ecole élémentaire Pau Casals / France		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget
Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	5	360.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	4	424.00 EUR	2120.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		424.00 EUR	0.00 EUR
Total Individual Support Grant			2120.00 EUR

Flow 2, Activity (C3 - Training Event 3)

Organisation / Country		Country of Venue
Herrestaskolan / Sweden		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
4000-7999 km	5	820.00 EUR	4100.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR

Total Individual Support Grant	2650.00 EUR
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Flow 3, Activity (C3 - Training Event 3)

Organisation / Country	Country of Venue
John Donne Primary School / United Kingdom	Spain

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
6	0	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	6	360.00 EUR	2160.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	5	530.00 EUR	3180.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			3180.00 EUR

Flow 4, Activity (C3 - Training Event 3)

Organisation / Country	Country of Venue
Goose Green Primary School / United Kingdom	Spain

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	5	360.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Activity Budget

Budget Items	Grant
Travel	9860.00 EUR
Individual Support	10600.00 EUR

Activity Details (C4)

Field	Activity Type
SCHOOLS	Short-term joint staff training events
Activity Title	
Training Event 4	

Leading Organisation		Participating Organisations	
Ecole élémentaire Pau Casals		John Donne Primary School CEIP Juan del Río Ayala Herrestaskolan	
Starting Period	Duration (days)	Country of Venue	
04-2020	3	France	

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

All of the partner institutions in the project will meet for the fourth and final meeting of the of the partnership in France in April 2020. Ecole Elementaire Paul Casals will host this short term staff training event, allowing the partner representatives to report back on how the project has led to the evolution of PBL in their schools as a pedagogy. Different approaches due to the different contexts of the partner schools are expected, which will be outlined and then evaluated and discussed.

As with the other meetings, this event will be held partly over the weekend and partly during active school days. This will allow the greatest number of staff from the hosting French school to be available to work intensively with visiting teachers during the weekend period when they don't have to teach, while also allowing everyone to experience the educational context (and the use of PBL with pupils) during the active school day/s that follow.

Methodology will include formal presentations, discussions, group work, observation, written tasks and evaluation by discussion and questionnaire. The teams will review the entire outputs of the project and its achievements.

The event will be divided into networking, information about the French education system and context, presentations from every partner to allow them to set out pedagogical developments at their school since the project began, budget overview and project management overview led by the UK coordinator, school and teaching observation at Paul Casals Elementaire School, discussion of what has been seen, action planning for dissemination back in home schools and nationally and internationally and evaluation. All of the presentations and outcomes of the meeting will be uploaded online.

As mentioned, the normal activities of the school will be incorporated into project collaboration during part of the event, while scheduling some of the work time for days when school is not in session will allow dedicated time for partners to focus on presentations and discussions away from the pressure of usual school day commitments. The last of the 2 pupil exchanges (between pupils from the Spanish and French schools) will coincide to ensure a busy final celebration of PBL in practice with the opportunity for the pupils to work together and with the teachers collaborating on the PBL approach.

How is participation in this activity going to benefit the involved participants?

All of the partners evaluate the journey they have made with learning about and implementing PBL pedagogy. Participants will further develop their project management skills as they will all be expected to present and contribute to discussions with partners, consider grant and time management and schedule and evaluation/ dissemination obligations, and action plan for the future.

They should leave the meeting with a better understanding of the school system in France and a clear idea of how the partnership has developed PBL in the different educational contexts of the partnership. They should become much more familiar with the context and educational practice of the French partner school and see its practice first hand.

They should be able to take all of this information back to their own schools to benefit other staff who have not attended by cascading their learning back to colleagues and give the many ideas for reflection and evaluation of their practice.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	CEIP Juan del Río Ayala / Spain	2000-2999 km	5	5	4450.00 EUR
2	Herrestaskolan / Sweden	2000-2999 km	5	5	4450.00 EUR
3	John Donne Primary School / United Kingdom	500-1999 km	5	6	4830.00 EUR
4	Goose Green Primary School / United Kingdom	500-1999 km	5	5	4025.00 EUR

Flow 1, Activity (C4 - Training Event 4)

Organisation / Country		Country of Venue
CEIP Juan del Río Ayala / Spain		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	5	360.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Flow 2, Activity (C4 - Training Event 4)

Organisation / Country		Country of Venue
Herrestaskolan / Sweden		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	5	360.00 EUR	1800.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2650.00 EUR

Flow 3, Activity (C4 - Training Event 4)

Organisation / Country		Country of Venue
John Donne Primary School / United Kingdom		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
6	0	6

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	6	275.00 EUR	1650.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
6	5	530.00 EUR	3180.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR

Total Individual Support Grant	3180.00 EUR
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Flow 4, Activity (C4 - Training Event 4)

Organisation / Country	Country of Venue
Goose Green Primary School / United Kingdom	France

No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
5	0	5

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
500-1999 km	5	275.00 EUR	1375.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
5	5	530.00 EUR	2650.00 EUR

No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant		2650.00 EUR	

Activity Budget

Budget Items	Grant
Travel	6625.00 EUR
Individual Support	11130.00 EUR

Activity Details (C5)

Field	Activity Type
SCHOOLS	Short-term exchanges of groups of pupils
Activity Title	
First Pupil Exchange	
Leading Organisation	Participating Organisations
CEIP Juan del Río Ayala	Ecole élémentaire Pau Casals

Starting Period	Duration (days)	Country of Venue
11-2019	3	Spain

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

Once the practice and push for PBL in all of the partner schools has gathered momentum in Year 1 of the project, 10 pupils from each of the French and Spanish schools will exchange with each other in Year 2, at the same time as the Teacher training events to be hosted by each. (Due to various Health and Safety and Legal restrictions, only these 2 schools are able to undertake pupil travel...but the 2 pupil exchanges planned will enable these pupils who ARE able to travel to undertake their own program of learning activities, as well as to act as 'test subjects' for all of the teachers from all of the partners in the project as they work with them/ observe them undertaking a PBL task to be designed by all of the schools in the project.)

Pupils from the French and Spanish schools will be linked via Etwinning to pen-pal with each other...and 10 from the French school chosen to travel with the French teaching team travelling to the 3rd Training Event in Spain, where they will home-stay with their specific Spanish pupil pen-pal and attend school together with them. A special program of events will be devised by the host school, with the input of the entire project partnership.

Day 1 will be a non school day and include welcome activities and sharing by the 'host' and 'visitor' pupils and a chance to get to know each other as well as the landscape and culture of Gran Canaria.

Day 2 will be on a school day and include a welcome ceremony in the Spanish school for all of the pupils and teachers visiting, along with special education guests. Pupils will then work together on a PBL task set by all of the teachers collaborating in the partnership.

Day 3 will include field work, reporting back on the successes and challenges of the PBL task and the pupil collaboration generally and a final celebration with certificates being awarded to pupils.

Both the Spanish and French schools want these pupil exchanges to be integrated into the normal activities of the school but also to act as catalysts to support language learning by pupils, cultural learning and a focus for PBL as a pedagogy of choice.

How is participation in this activity going to benefit the involved participants?

Pupils who would not usually have the chance to visit another country and use another language will get the chance to have the life changing experience of visiting another culture and working with other pupils there. Those travelling will represent their school and present their work and experience to all of the teachers meeting at the same time. Pupils hosting will learn to be more responsible and welcoming to their fellow pupils from abroad. The activity offers significant opportunities for growth.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	Ecole élémentaire Pau Casals / France	2000-2999 km	5	10	6500.00 EUR

Flow 1, Activity (C5 - First Pupil Exchange)

Organisation / Country		Country of Venue
Ecole élémentaire Pau Casals / France		Spain
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	0	10

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	10	360.00 EUR	3600.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0	1	530.00 EUR	0.00 EUR
Total Individual Support Grant			2900.00 EUR

Activity Budget

Budget Items	Grant
Travel	3600.00 EUR
Individual Support	2900.00 EUR

Activity Details (C6)

Field		Activity Type	
SCHOOLS		Short-term exchanges of groups of pupils	
Activity Title			
Second Pupil Exchange			
Leading Organisation		Participating Organisations	
Ecole élémentaire Pau Casals		CEIP Juan del Río Ayala	
Starting Period	Duration (days)	Country of Venue	
04-2020	3	France	

Description of the activity:

- Describe the content, methodology and expected results of the activity.
- How is it going to be related to or integrated with the normal activities of the involved schools?

While year 1 of the project will be devoted to Teachers Events and the establishment of PBL as a useful pedagogy in all of the partner schools, the 2 Teacher Training Events in the Year 2 will also include Pupil Exchange Activities that bring the PBL theme to life.

10 pupils from France already having gone to Gran Canaria will be followed near the end of the collaboration by 10 of the Gran Canaria pupils travelling to the French school to work there with their partner pupils at Pau Casals School.

(Due to various Health and Safety and Legal restrictions, only these 2 schools are able to undertake pupil travel...but the 2 pupil exchanges planned will enable these pupils who ARE able to travel to undertake their own program of learning activities, as well as to act as 'test subjects' for all of the teachers from all of the partners in the project as they work with them/ observe them undertaking a PBL task to be designed by all of the schools in the project.)

Pupils from the French and Spanish schools will have been linked via Etwinning to pen-pal with each other...and 10 from the Spanish school chosen to travel with the Spanish teaching team travelling to the 4th Training Event in France, where they will home-stay with their specific French pupil pen-pal and attend school together with them. A special program of events will be devised by the host school, with the input of the entire project partnership.

Day 1 will be a non school day and include welcome activities and sharing by the 'host' and 'visitor' pupils and a chance to get to know each other as well as the landscape and culture of the Perpignan region.

Day 2 will be on a school day and include a welcome ceremony in the French school for all of the pupils and teachers visiting, along with special education guests from the DARIEC. Pupils will then work together on a PBL task set by all of the teachers collaborating in the partnership.

Day 3 will include field work, reporting back on the successes and challenges of the PBL task and the pupil collaboration generally and a final celebration with certificates being awarded to pupils.

Both the Spanish and French schools want these pupil exchanges to be integrated into the normal activities of the school but also to act as catalysts to support language learning by pupils, cultural learning and a focus for PBL as a pedagogy of choice. This final project meeting will also be a celebration of everything achieved around Project Based Learning and of the 2 years of the project collaboration.

How is participation in this activity going to benefit the involved participants?

Pupils who would not usually have the chance to visit another country and use another language will get the chance to have the life changing experience of visiting another culture and working with other pupils there. Those travelling will represent their school and present their work and experience to all of the teachers meeting at the same time. Pupils hosting will learn to be more responsible and welcoming to their fellow pupils from abroad. The activity offers significant opportunities for growth by those participating.

Flows

ID	Organisation / Country	Distance Band	Duration (days)	No. of Participants	Grant
1	CEIP Juan del Río Ayala / Spain	2000-2999 km	5	10	6500.00 EUR

Flow 1, Activity (C6 - Second Pupil Exchange)

Organisation / Country		Country of Venue
CEIP Juan del Río Ayala / Spain		France
No. of Participants	No. of Accompanying Persons (including teachers accompanying pupils)	Total No. of Participants and accompanying persons
10	0	10

Flow Budget

Travel

Distance Band	No. of Participants	Grant per Participant	Total Travel Grant
2000-2999 km	10	360.00 EUR	3600.00 EUR

Individual Support

No. of Participants	Duration per Participant (days)	Grant per Participant	Total (for Participants)
10	5	290.00 EUR	2900.00 EUR
No. of Accompanying Persons	Duration per Accompanying Person (days)	Grant per Accompanying Person	Total (for Accompanying Persons)
0		530.00 EUR	0.00 EUR
Total Individual Support Grant			2900.00 EUR

Activity Budget

Budget Items	Grant
Travel	3600.00 EUR
Individual Support	2900.00 EUR

Timetable

Please list all project activities (meetings, events, etc.) and indicate an approximate timing when they will start. Note that Learning, Teaching and Training activities will be listed in this table automatically once you have created them in the dedicated section of the form: Learning, Teaching, Training Activities

Id	Activity Type	Starting Period	Description
C1	Short-term joint staff training events	11-2018	Training Event 1
C2	Short-term joint staff training events	04-2019	Training Event 2
C3	Short-term joint staff training events	11-2019	Training Event 3
C5	Short-term exchanges of groups of pupils	11-2019	First Pupil Exchange
C4	Short-term joint staff training events	04-2020	Training Event 4
C6	Short-term exchanges of groups of pupils	04-2020	Second Pupil Exchange

Special Costs

Special Needs Support

ID	Organisation	Country of the Organisation	No. of Participants With Special Needs	Description and Justification	Grant (EUR)
Total					0.00 EUR

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Grant (EUR)
Total				0.00 EUR

Follow Up

Once the project activities are completed, how are you going to assess if the project's objectives have been met?

Each project partner school will undertake a baseline survey at the start of the project to ascertain their teachers' understanding of Project Based Learning and their ability/ capacity/ confidence to use it.

Schools will also measure, in order to present their different experience and context to the the First Training Event, the amount of PBL (or similar pupil or project led pedagogy) being used at their school and in which year groups and subjects.

Both these evaluations will be undertaken again to present to the the Fourth (and final) Training Event in order to measure change as a result of the project. We expect to see a significant increase in both understanding of the pedagogy and positive implementation of its use to invigorate teaching. Partners will also be asked to report on pupil results and likely impact the different teaching approach has generated... and on parent views of the new approach gathered from pupil guardians at Parent Teacher evenings in each country.

How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

The focus of the project is specifically to positively impact the long term quality of teaching in all of the partner schools of our project. Therefore, contributing to the development of each partner school is an integral part of participation.

We expect every partner school, by the end of the project, to have a staff much more experienced and knowledgeable about the Project Based Learning pedagogy and to have been inspired by the others in the project they've collaborated with for 2 years to be delivering teaching that is more adventurous and varied as a result of integrating PBL across their curriculums.

All of the lesson plans developed separately and together during the project that have been discussed and evaluated at our short term training events will have been uploaded on Etwinning for the benefit of the others and these will be available to continue to be used after the project's end. A written report of the Learning journey that has resulted from the project is to be delivered by Goose Green School at the final Event in Yr 2 for distribution to partner school governors, municipality advisory services and other interested parties, with the purpose of consolidating and sharing the results of the project activities and practices.

Please describe your plans for dissemination and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

Our plans are for every partner to disseminate 'locally, nationally and internationally'.

Our project is structured so that each core partner team taking part in our training events disseminates back to their full teaching staff on their return from each event. Schools will reflect on progress with developing PBL for their own school setting at full staff meetings. Developments will be transmitted to pupils...and then on to parents. e.g John Donne School has already drafted a 'Statement of Entitlement' for parents about our curriculum for pupils which heavily features PBL and our goal to develop it for all pupils across our entire curriculum.

Local networks will be invited to take part when partners host training events, in order that other schools can learn about our work. e.g. Jarfalla Municipality group in Sweden/ Southwark Teaching Alliance of Schools in south London, Office for EU Programs network, in Tenerife, Spain. Local press will be invited to our training events, where appropriate. We expect this to be very effective in some partner regions (e.g. Gran Canaria, where their previous KA2 project meeting (Colorful Songs project) was covered twice on local television and twice in the local paper in February, 2018.) We expect the pupil exchange visits in Yr 2 to offer particular press photo opportunities in Gran Canaria and France which again can be exploited.

Each school will also be asked to feature the project on their school web site and report on it at Authority and Inspection level for national recognition. Internationally, others will learn of the project and our work during other linked activities. e.g John Donne School is scheduled to assist the UK Global Learning Association with the hosting of 4 KA1 international course groups in 2018 - 19 where the project and PBL will be discussed.

Additionally, one of our partners (Sweden) will be the project 'lead' for dissemination, overseeing what the rest are achieving and complimenting the Etwinning twinspace publication of our results and outcomes led by our Spanish partner. In these ways, we expect a good amount of interest to be generated by our collaboration on PBL and its outcomes.

The academic paper on the project's Learning journey, to be delivered by Goose Green School to the final Event, should also offer partners another method of disseminating the academic benefits of PBL and of the success of the projects collaborative efforts to improve teaching. Partners will be encouraged to share this with governors, education authorities and other linked schools.

Project Budget Summary

Budget Items	Grant
Project Management and Implementation	36000.00 EUR
Learning, Teaching, Training Activities	83770.00 EUR
Total Grant	119770.00 EUR

Learning, Teaching, Training Activities

ID	Activity Type	Total Travel Grant	Grant for Exceptional Costs for Expensive Travel	Total Individual Support Grant	Total Linguistic Support Grant	Grant
C1	Short-term joint staff training events	4550.00 EUR	0.00 EUR	7950.00 EUR	0.00 EUR	12500.00 EUR
C2	Short-term joint staff training events	8925.00 EUR	0.00 EUR	11130.00 EUR	0.00 EUR	20055.00 EUR
C3	Short-term joint staff training events	9860.00 EUR	0.00 EUR	10600.00 EUR	0.00 EUR	20460.00 EUR
C4	Short-term joint staff training events	6625.00 EUR	0.00 EUR	11130.00 EUR	0.00 EUR	17755.00 EUR
C5	Short-term exchanges of groups of pupils	3600.00 EUR	0.00 EUR	2900.00 EUR	0.00 EUR	6500.00 EUR
C6	Short-term exchanges of groups of pupils	3600.00 EUR	0.00 EUR	2900.00 EUR	0.00 EUR	6500.00 EUR
Total		37160.00 EUR	0.00 EUR	46610.00 EUR	0.00 EUR	83770.00 EUR

Budget per Organisation

Organisation	Country of Organisation	Grant
John Donne Primary School (943400952)	United Kingdom	27000.00 EUR
Ecole élémentaire Pau Casals (922847525)	France	24895.00 EUR
CEIP Juan del Río Ayala (921768885)	Spain	28150.00 EUR
Herrestaskolan (907273011)	Sweden	21225.00 EUR
Goose Green Primary School (906862313)	United Kingdom	18500.00 EUR

John Donne Primary School

Budget Items	Grant
Project Management and Implementation	12000.00 EUR
Learning, Teaching, Training Activities	15000.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	27000.00 EUR

Ecole élémentaire Pau Casals

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	18895.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	24895.00 EUR

CEIP Juan del Río Ayala

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	22150.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	28150.00 EUR

Herrestaskolan

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	15225.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	21225.00 EUR

Goose Green Primary School

Budget Items	Grant
Project Management and Implementation	6000.00 EUR
Learning, Teaching, Training Activities	12500.00 EUR
Special Needs Support	0.00 EUR
Exceptional Costs for Expensive Travels	0.00 EUR
Total	18500.00 EUR



Project Summary

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

All 5 schools in our consortium face great challenges as we work to educate the pupils from our very diverse communities. Ensuring our staff constantly improve the quality of our teaching and that our pupils remain challenged by learning are shared concerns.

Both separately and together, our schools have decided to encourage our staff to develop the approach of 'Project Based Learning' as a way of helping improve the teaching we deliver.

This 2 year project will allow us to focus on this as a key part of our development and to exchange expertise around the pedagogy as we develop it and roll it out across our respective curriculums. We want to share our expertise to further the development of the teaching in all of our partner schools and to incentivise raising teaching quality and innovation. This can benefit the learning experience for our pupils, as well as improve our results.

Project Based Learning, the methodology we'll explore together, is a teaching style where students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. In the last year, it is a pedagogy that our coordinating school, John Donne School, has decided should be implemented across all year groups. While our school is rated as 'Outstanding' at Ofsted, we know it is important to work hard to ensure that we continue to always provide inspiring teaching.

In our challenging, inner city setting, we need new ways to maintain and improve our standards.

The other partners in our project similarly see the value in the PBL (Project Based Learning) method...and are either already using it in their schools in some way or want to share the process of developing it with us to benefit their own teachers and pupils.

Nearby Goose Green Primary (UK) has been identified as needing to innovate to improve.

Our other project partners are 1 school from France, 1 from Sweden and 1 from Spain.

We have developed our connections to each other in different ways but believe that our varied approaches and contexts will allow us to build a strong partnership for learning around PBL. (The French partners visited John Donne School in 2017 where we discovered common approaches to teaching. Our borough has had links with Järfälla, Sweden since 2011 and the John Donne International coordinator visited our Swedish partner school there in 2017...and we have had Etwinning and informal links with the Spanish coordinator from the Spanish Gran Canaria school since 2012.)

Our 2 year partnership project will develop around 2 Short Term Training Events each year (--4 gatherings in all over the life of the project.) One Event will take place in each country so that every partner has the chance to contribute to hosting the others. We expect a core group of learning leaders from every school (5 per school) to attend each meeting and develop work during the exchanges that they then share with their full teaching team on their return home for the benefit of their entire schools. Subject/ year leaders and a senior representative from each school will take part each time.

The final 2 Events will also have coinciding pupil PBL exchanges (between our French and Spanish schools).

This schedule will see a PBL project gathering approximately once every 6 months, to ensure that the focus on developing and rolling out the pedagogy in our schools is maintained, but also that there is space in between for the approach to be developed and to grow in each school. We will share training with each other at each Event and set each other tasks and challenges to motivate the development of the PBL approach across every subject we teach. Our methodology will include 'team teaching' each other, class observations, joint research, and the development together of PBL task to be undertaken in all partner schools and then evaluated together to measure relative impact and investigate the different approaches we expect each school will likely come up with.

We will document our work on Etwinning.

We will evaluate our work together at each meeting in an ongoing way and at the end of the project to measure the improvements we hope to make.

We will disseminate our work locally in each country as well as nationally and to our partners and interested parties internationally.

We will share the management roles required for the project to maintain momentum. The coordinating school will be responsible for achieving the goals of the project and keeping to schedule, with each other partner having responsibility for oversight of one ther aspect - e.g. dissemination, evaluation, Etwinning publishing, etc

In this way, we expect our project to achieve long lasting results in all of the schools taking part, for teaching to be energized and renewed and for the learning of all of our pupils to improve and move to the very forefront of everything we do.

Annexes

The maximum number of all attachments is 10 and the maximum total size is 10240 KB.

Please download the Declaration of Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
SIGNED doh JOHN JONNE SCH.pdf	145

Please attach any other relevant documents.

File Name	File Size (kB)
Total Size (kB)	145



Checklist

Before submitting your application form to the National Agency, please make sure that:

- It fulfils the eligibility criteria listed in the Programme Guide.
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: UK01 British Council, in partnership with Ecorys UK – British Council

Please also keep in mind the following:

Only schools are eligible to participate in School Exchange Partnerships. Depending on the country where the school is registered, a specific definition of eligible schools applies. The definition or a list of eligible schools is published on the website of each National Agency.

Before submitting your application, make sure that all participating schools are eligible in their respective countries.

The documents proving the legal status of the applicant and each partner must be uploaded in the Participant Portal (for more details, see Part C of the Programme Guide - 'Information for applicants').

Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc) will be processed in pursuant to Regulation on the protection of individuals with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, currently Regulation (EC) No 45/2001. Any personal data requested will only be used for the intended purpose, i.e. the processing of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if eligible and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement associated with this form

http://ec.europa.eu/programmes/erasmus-plus/documents/eplu-link-eforms-privacy_en.htm

- I agree with the Data Protection Notice