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**WELCOME SPEECH IN MALAGA MOBILITY**

All of you are welcome to our school. Thank you for coming to Malaga, and I wish you a wonderful time here.

Throughout the week we are going to do activities divided up into international and national groups:

SEE THE SECOND SHEET

I’d like to apologise the German team for 2 setbacks: the first was that when they arrived at the airport Kim’s hosting family was not there, they confused the time of arrival. It’s not rare to get confused with flights departing late in the evening and arriving early morning of the following day. Midnight is the zero point in time when we start to build up 24 one-hour periods of time to make up a new day, then at 00.01 a.m. a new day begins. I got confused myself with the Finnish arrival as I read 24 Sunday and thought it was the arrival date, but I checked some days before arrival; the second mishap has been that on last Friday late afternoon we noticed that the stripes on the German flags at the school hall were in the wrong position. The paper flags were made long time ago and nobody noticed.

I hope there weren’t any more setbacks.

Just enjoy the week with my favourite motto: living, loving and learning.

**ACTIVITIES IN INTERNATIONAL AND NATIONAL GROUPS**

1) International: **On Monday Today from 1 to 3**: Each group will have to write a digital document about:

a) your impressions of **the school tour and the classes observed**.

b) The presentations from each school **about school diversity** (students with learning difficulties and disabilities and migrants), **improving the student academic achievement**, **dropouts, discipline**,…**possible solutions to the problems at school**.

c) Creation of a **Teacher Assessment Sheet or a rubric template**. I will give a model to be used. **(product in the form of a table or rubric)**

2) International: **On Tuesday Tomorrow from 8:30 to 9:15:**

a) Share and explain your **production plan** and statutes of your mini company.

b) Give ideas and suggestions to other schools

3) International: **On Tuesday Tomorrow from 1 to 2:** discuss about how **TimeBank** can be implemented in schools. You have to write the main ideas you have thought about.

4) International: **On Wednesday from 1:30 to 3:** a presentation of **the visit to the Technology workshop**. (**product in the form of a presentation**)

1) National: **On Tuesday Tomorrow from 10:30 to 11:00:** what you have learnt from international meetings and other schools’ presentations about the **production plan**, statutes and formal steps to company formation. What ideas could be put into practice in your mini company.

2) National: **On Tuesday** **Tomorrow from 2 to 3:** discuss about how the **Time Bank** can be implemented in each school.

ALL THE ACTIVITIES OR PRODUCTS, EXCEPT THOSE IN RED, CAN BE DONE IN WORD OR PDF. **BRAINWRITING** CAN BE USED.IT IS A METHOD IN WHICH EACH PARTICIPANT IN THE GROUP WRITES SOME IDEAS IN A PIECE OF PAPER IN A SHORT AMOUNT OF TIME. THE MODERATOR OR SECRETARY WRITES THOSE IDEAS ON THE WORD DOCUMENT AND ASK THE OTHERS TO CLARIFY IF IDEAS OR HANWRITING ARE NOT FULLY UNDERSTOOD. THE ROLE OF SECREATARY CAN BE TAKEN BY STUDENTS IN TURN.

Each group will have a laptop, so that all the activities, ideas or conclusions are done in English in digital format, in word, pdf, powerpoint,… We will have a group of Basic Vocational Training students (Technical Education), who will solve all technical problems you may encounter.

|  |  |
| --- | --- |
| María Benages Elena  English Lola Garrido ASSEMBLY ROOM | Carola Salernowith Ana María |
| Mireya Sevilla Castro  English Lola Garrido | I’M María Teresa Toscano  ALLERGIC TO GLUTEN, YEAST,TOMATO, MILK, CHEESE, YOGHURT, CHOCOLATE |
| Mohammed Chahib Technical Drawing Mamem | Giuseppe Tumminia |
| Adrián Beigveder Chahib Technical Drawing Mamem |  |
| Marta Ramírez Rodríguez Mª Teresa Maths | Julia Nurminen |
| Alicia Moreno Fonseca Fabiola Biology | Fanni Leppänen |
| Juan Carlos Hidalgo Pérez Fabiola Biology | Heini Mäenpää  Allergic to nuts, seeds, apples, kiwi, lactose-intolerance |
| Sergio Montero Codes Fabiola Biology | Ioana Vasilache |
| Santiago Maino Peinado Marisa Biology | Max Lattermann |
| Paula Ramos Cazorla Marisa Biology | Henriette Deter |
| Nuria Hoyos Fernández Marisa Biology | Tobias Muller |
| Ana María Calvo Verdaguer Antonio Latin | Noemie Noltemeyer |
|  |  |
| Paula Suárez English Lola Garrido | Hannah Freeman |
| Paula García English Lola Garrido | Chloe Thomas |
| Gabriel Auñón English Lola Garrido | Tabby Jane with Ana María |
| Álvaro Terrasa Alberto Physics and Chemistry | Zoe Maaike |
| Ángela Gutiérrez English Lola Garrido | Kim Nathalie Funke |
| Javier F. English Lola Garrido | Kamil with Marta |
| Javier G. English Lola Garrido | Jacob with Marta |
| Enrique English Lola Garrido | Wiktor with Álvaro y Carmen |
| Carmen Alberto Physics and Chemistry | Klaudia |

**STUDENTS PAIRS AND DISTRIBUTION IN OBSERVATION CLASS FROM 10:30-11:30 25 APRIL**

**MONDAY 25 APRIL 2016 FROM 10:30 TO 11:30**

**All foreign students go to classes with their guests except those in red who go with Ana María, Marta, or Álvaro y Carmen**

**ERASMUS+ TEACHER CLASS OBSERVATIONS FROM 10:30 TO 11:30 MONDAY 25 APRIL**

**Pepe Díaz**: English 4º ESO E- Room C-5, students aged 16 , a diverse classroom with low-achieving students. **2 teachers Carmel and Kristin**

**Mamem:** Technical Drawing , A1 Level –Room C-11, students aged 16 or 17 . **1 teacher . Francesca**

**Antonio:** Religion A2 Level,-adjoining building RoomTC1, students aged 17 or 18. **1 teacher. Lucia**

**Ana Bernal: Basic Vocational Training 1 and 2** , English and Practise, visiting teacher Inés Troughton and Francisco Martínez, Rooms FPB1 and 2, students aged 17. **3 teachers. Seppo, Kathrin and Kaarina**

**Paco:** ATAL, Language Temporal Linguistic Adaptation Class, Room A-3, for foreign students , great diversity of students. **1 teacher. Kitty**

**Emilio:** P.T, Therapeutic Pedagogy, Room Support, students aged 13 or 14.  **2 teachers. Bozena and Lucyna**

**Distribución mesas/sillas** SI NO HAY SUFICIENTES GRANDES SE SUPLEN CON PEQUEÑAS

**SALÓN DE ACTOS: 8 MESAS GRANDES 2 MESAS PEQUEÑAS**

**BIBLIOTECA: 4 MESAS GRANDES 4 MESAS PEQUEÑAS**

**TIPOS DE DISTRIBUCIÓN ENCARGADOS DISTRIBUIR MESAS JUAN CARLOS Y SERGIO CON AYUDA DE LOS DEMÁS**

1) 4 GRUPOS INTERNACIONALES: de dos mesas grandes cada grupo: 1st group with 11 students, 3rd group with 11 students, and 2nd and 4th groups with 10 students. **LAS SILLAS SE PUEDEN QUEDAR EN EL CENTRO. SE NECESITA UN ORDENADOR POR GRUPO**. PARA: STUDENT WORKSHOP( MONDAY 13:00-15:00), MINICOMPANY A) AND B)( TUESDAY 8:30-9:15), BANK TIME HOW TO IMPLEMENT IT MAIN IDEAS (TUESDAY 13:00-14:00), PRESENTATION OF THE VISIT TO Technology footprint workshop ( WEDNESDAY 13:30-15:00)

1ST GROUP: 2 big tables

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| 2 German  1 British  1 Italian  1 Polish  1 Finnish | And 5 Spanish |

2ND GROUP: 2 big tables

|  |
| --- |
| 1 German  1 British  1 Italian  1 Polish  1 Finnish |
| And 5 Spanish |

4TH GROUP:2 big tables

|  |
| --- |
| 1 German  1 British  1 Italian  1 Polish  1 Finnish |
| And 5 Spanish |

3RD GROUP: 2 big tables

|  |  |
| --- | --- |
| 1 German  1 British  1 Italian  1 Polish  1 Finnish | And 6 Spanish |

2 mesas pequeñas

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2) 6 GRUPOS NACIONALES: 1 mesa grande para 4 estudiantes de cada grupo, excepto España que tiene 3 mesas. LAS SILLAS SE PUEDEN QUEDAR EN EL CENTRO. **SE NECESITA UN ORDENADOR POR GRUPO**.PARA: WHAT YOU HAVE LEARNT ACTIVITY (TUESDAY 10:30-11:00), TIME BANK MAIN IDEAS IN ORDER TO IMPLEMENT IT IN EACH SCHOOL (TUESDAY 14:00-15:00)

SPANISH GROUP: 21 STUDENTS

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| mesa grande | mesa grande | mesa grande |

BRITISH GROUP: 4 students POLISH GROUP: 4 STS

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| mesa grande |

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| mesa grande |

ITALY GROUP: 4 STS FINNISH GROUP: 4 STS

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| mesa grande |

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| mesa grande |

GERMAN GROUP: 5 STUDENTS

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| mesa grande |

2 mesas pequeñas

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3) Sillas en filas dirigidas hacia pantalla. Las mesas están a los lados del salón. PARA EXPOSICIÓN EN PANTALLA: WELCOME (MONDAY 8:30- 9:00), OPENING CEREMONY OF THE RECYCLING FACILITIES IN HUELIN SCHOOL (MONDAY 10:00-10:30), EXCHANGE OF GOOD PRACTICES (MONDAY 12:00-13:00), ACTIVIDAD C) CADA PAÍS PRESENTA SU PLAN DE PRODUCCIÓN, ESTATUTOS, REQUISITOS,.. (TUESDAY 9:15-10:30), ENTREGA PLAN DE MARKETING (TUESDAY 11:00-11:30), TIME BANK ESTUDIANTES PRESENTACIÓN Y CHARLA DE DAVID FROST ( TUESDAY 12:00-12:40,AND 12:40-13:00), PREPARATION TO VISIT PRESENTACIÓN DE ESTUDIANTES (WEDNESDAY 8:30-9:15)

ESCENARIO

1ª fila para invitados de empresa lunes a las 10

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| mesa grande |
| mesa grande |

2 mesas pequeñas

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4) Sillas en circunferencia. **PARA DINÁMICA DE PRESENTACIÓN(** MONDAY 9:00-9:30)**SPANISH STUDENTS WILL ARRANGE**

**STUDENT CLASS OBSERVATION**

**UN GRUPO: IMPRESSION OF LESSONS OBSERVED**

-Teachers value our opinion

-Classes are noisier than in the majority of the countries.

-Classes are interesting

-Experiments in biology / chemistry

**TEACHERS LESSON OBSERVATIONS**

**ITALY**

LUCIA LO BIANCO

During class observation, I took part into a lesson on religious studies together with the colleague from Finland. The teacher was using the IWB where he had previously downloaded some videos about typical teenagers’ problems, such as abortion, divorce, etc. The teacher first showed the videos and then kept asking the students about their opinions, carefully leading the debate so that everyone could share their points of view. I found the lesson very interesting and stimulating.

FRANCESCA MILAZZO

I have attended a technical drawing lesson. This subject is not studied where I teach, but I can say that it was very interesting. The atmosphere in the classroom was relaxed, while the students were working they listened to the radio. The teacher was clear in the delivery and repeatedly offered to give explanations to the students with difficulties.

**POLAND**

BOZENA kOBUSZ AND LUCYNA MARCINIUK

Teacher: Emilio Guzman

Students: group of four students

During the lesson we could spot that it was a group of students with mixed abilities. Some of them had problems with learning, not very serious ones, but especially one of the students had problems with reading, articulation and reading comprehension.

The teacher decided to work on the text from the book. The students seemed to be accustomed with this form of exercise. They seemed to be motivated to work hard on the task too.

The teacher asked them to list new words for them. Then they tried to explain them together. That exercise allowed the students to exchange the ideas, and to practice definement of their thoughts. Students also were asked to write down the main idea of the part of the text, then they tried to add new words to sentences to make them longer and more specified. Each student also practiced reading skills.

Summary:

Students were motivated to work together. They weren’t self- conscious, they didn’t have problems with expressing their thoughts even if they made mistakes. They had a good contact with the teacher. Varied methods of learning and attitude of the teacher allowed the students to practice their reading skills in many ways so the students didn’t feel bored or overwhelmed with the task. Friendly atmosphere and surrounding helped them to open up for learning.

**UNITED KINGDOM**

CARMEL HENRY

Teacher: Pepe Diaz – English lesson C5

The lesson was teaching/reinforcing previous learning of active/passive form in English.

There was lots of engagement. Sentences were put on the board and students responded by getting up and identified or adapted phrases. Students reinforced their learning by taking notes and developing their own examples

Some lively students and some students were clearly engaged in their learning. Teacher encouraged all students to take part. One student didn’t take part at all and teacher explained that she was new and a SEND student.

**GERMANY**

KATHRIN WAGNER

Ana was so nice as to show Karina and me the classrooms of two groups. The first classroom was a group of about twelve boys who were taught in computer science. When we entered the classroom, all but three boys were working at the computers. The other three boys were sitting at the back of the class talking to each other. The teacher was willing to explain the current task and answer our questions. Two groups of boys, previously working at the computers, stopped their task and joined us to listen to our conversation. Ana also showed us the calendar she produced with a previous Level One course.

After that we visited a Level Two course of only five students who were taught in English at the time. They learnt about the life of Shakespeare when we entered the classroom. All students were very focused and attentive. The teacher used a video to teach about Shakespeare. Ana asked if we could watch a film about the programme and after that told us about the students' achievements as well as why only five students of the originally larger group remained in the programme at this level.

**STUDENT SCHOOL TOUR IMPRESSIONS**

**TOUR IMPRESSION**

**-Smaller than expected (Finland)**

**-Crowded**

**-Pretty good**

**-Really big (England + Poland)**

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