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Boundless Schools – BLS *S-confinato*

ACTIVITIES

- JOB SHADOWING IN FINLAND - Lempaala - August 2019 - 4 teachers
- JOB SHADOWING IN DENMARK - Varde - October 2021 - 4 teachers
- JOB SHADOWING IN FRANCE - Saint Denis/Aubervilliers/Bagnolet - May-June 2022 - 2 teachers
- FRANÇAIS POUR PROFESSEURS DE FRANÇAIS - FRANCE - Lyon - June-July 2021 - 1 virtual mobility for teacher
- FORMATION À LA CARTE EN LIGNE - FRANCE - Vichy - February 2022 - 1 virtual mobility for teacher
- INTENSIVE ENGLISH COURSE AND CLIL FOR TEACHERS - IRELAND - Dublin - February-March 2022 - 2 teachers
- SOCIAL EMOTIONAL LEARNING AND SAFETY SKILLS - FINLAND - Helsinki - April 2022 - 2 teachers
- TEACH WITH A TWIST! MOTIVATE YOUR STUDENTS WITH CREATIVE TEACHING STRATEGIES - GERMANY - Berlin - April 2022 - 2 teachers
- CLIL IN PRACTICE: FOCUS ON IRELAND - IRELAND - Dublin - April and June/July 2022 - 4 teachers
- TIME TO ACT - NON FORMAL EDUCATION THROUGH IN&OUTDOOR EDUCATION TO EMPOWER STUDENTS ACTIVE PARTICIPATION - MALTA - May 2022 - 2 teachers
- BROADENING HORIZONS THROUGH OUTDOOR LEARNING - AZORES ISLANDS - Angra do Heroismo (Terceira) - June-July 2022 - 5 teachers
- FORMATIONS POUR PROFESSEURS: STAGE DE PERFECTIONNEMENT LINGUISTIQUE - FRANCE - Vichy - 1 teacher

IMPLEMENTATION

a) LANGUAGE COMPETENCES

A refresher course in English for teachers was organised in 2019_2020: unfortunately the pandemic interrupted the lessons, which were, however, also held online. The most useful gymnasium, however, was the direct involvement during job shadowing and structured courses. The French language teachers at Caramagna Piemonte Secondary School all attended online and/or in-presence courses. Since the school year 2020_2021, some primary and secondary school teachers have started to systematically conduct CLIL lessons, mainly in science, geography and history.

b) TRAINING ON NEW TEACHING METHODS

The most effective active teaching methodologies were implemented in a learning environment where a flexible relational style was present. Such teaching methods favoured learning that stems from the workshop experience, which places the student at the centre of the process, enhancing their skills and relational experience. The most effective training practices are active ones, which are highly productive in activating in students, cognitive conflict and the collective search for results to various problems. In order for the student to acquire not only knowledge, but above all skills and competences, and among these "learning to learn" in the most correct way, teaching strategies and methodologies are needed to enhance the learning potential of each student and to foster their autonomy.

These methodologies were actively implemented:

INTERDISCIPLINARITY: examining reality in the interrelationships of all its elements, thus overcoming the traditional sectoralised view of disciplines.

CIRCLE TIME: it facilitates and develops circular communication, fosters self-knowledge, promotes the free and active expression of ideas, opinions, feelings and personal experiences.

ROLE PLAYING: It concerns the behaviour of individuals in interpersonal relationships in precise operational situations to discover how people may react in such circumstances.

COOPERATIVE LEARNING: It addresses the class as a set of people who collaborate, with a view to a common outcome, working in small groups.

PEER EDUCATION: It actively involves children directly in the school context, with the aim of changing specific behaviours and developing life skills.

FLIPPED CLASSROOM: It allows an incredible amount of time to be 'freed up' in the classroom and, therefore, more attention can be paid to the moment of real, meaningful learning with the support of a teacher-facilitator.

WORKSHOP DIDACTICS: It emphasises experiential learning, dialogue, reflection on what is being done, thus favouring opportunities for students to actively construct their own knowledge.

c) TRAINING ON NEW LEARNING ENVIRONMENTS

Unfortunately, the course on outdoor education was moved to the end of the project (June/July 2022) due to the pandemic situation. In spite of this, a group of 4 secondary and 1 primary teacher were able to get in touch with some of the techniques of outdoor learning, while during the school year 2021_2022 a fair number of teachers followed the activities of a training course on outdoor education, organised with CRC funds. The pandemic has also stimulated a more conscious use of outdoor spaces in all the school's buildings, which are no longer used only for physical education activities, but also for conducting open-air classes **IN** nature and **WITH** nature.

d) DISPOSITION TO A VERTICAL APPROACH TO THE CURRICULUM

In this sense, the three Job Shadowing experiences were fundamental for direct knowledge of single-cycle school systems and for comparison with French school organisation.

During the structured courses, for example in Germany, Finland and Ireland, the topic was also addressed, so that all participants came out better prepared and more aware. In the meantime, the school's vertical curriculum has been completed,

e) OBSERVATION OF EUROPEAN SCHOOL SYSTEMS

Not only through participation in Job Shadowing, but also through the structured courses, the 28 realized mobilities provided the opportunity for the entire Institute to deepen its knowledge of the various European school systems.

To date, four dissemination events have already been organised:

- After Job Shadowing in Finland (meeting to which neighbouring institutions were also invited), Oct 2019
 - Erasmus Day Oct 15th, 2020
 - Erasmus Day Oct 15th, 2021
 - After the Job Shadowing in Denmark (online, in agreement with the Istituto Comprensivo of Cavour, for a direct comparison on trips to Northern Europe), 10th of Nov, 2021.
 - At the central school of our Institute in Cavallermaggiore, in the form of a workshop, dissemination organised by the primary teachers who participated in Dublin, Malta and Helsinki courses, 23rd of Jun, 2022
- A further event has already been scheduled for the first week of Sept 2022 and will constitute the final and overall dissemination of the project. It will concern all teachers of the Institute, of all grades.