



EUROPEAN
EDUCATIONAL
MOSAIC

Materials from the
WE ARE EUROPE
Conference in Warsaw
23rd September 2016



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INTRODUCTION

We are Europe is an Erasmus+ project in the field of school education, intended for students from the primary and lower secondary school. Erasmus+ is an educational programme of the European Union, launched in 2014. Six countries and eight partners take part in the We are Europe project; it is coordinated by the International Institute for Children's Literature in Vienna, Austria (see the website: <http://www.we-are-europe.net>)

We Are Europe is a project about identity. Everybody has his or her individual identity, which depends on life circumstances, origin, personal environment, etc. However, there are features that are common to many people – these are, first, the common cultural traditions, customs and, of course, a shared language or languages – such is the case of national identity. In addition to that, we all live in Europe and to that extent we also have a European identity. Before starting the project, we consulted a number of studies, which showed, on the one hand, that students did not know much about their own country, and, on the other, that the notion of Europe and of the European Union was something faraway, opaque and unfamiliar. Our project set out to bring the other countries of the European Union closer to the pupils.

The Motto of the Project is “Know yourself and be open to the difference of others”.

In order to help students deepen their knowledge about their own country, we asked them the question: “How will you present your country to somebody who knows very little or nearly nothing about it?” We used the resulting presentations of the own country online and we encouraged the students in each country to study them in order to learn more about the others, to foster better understanding of the others.

One important characteristic of the project is that we have taken into consideration the perspective of the students. We asked them at the very beginning to write down what they would like to know about the other countries and how they would like to learn it. We based our further work on the project on the opinions of the students.

In addition, this is an interdisciplinary project. Teachers of various subjects can find their own ways of using the project and can initiate activities with students, because the topics we approach are from many different subject areas. This project is adaptable for all European countries. You can add a land, you can change a land, you can add your own resources, and students can create their own products, etc.

I have experience from 10 European educational projects in the field of school education. Some of them I have coordinated, in others I have participated as a partner. In none of the other projects have I experienced such enthusiasm on the part of the teachers, such commitment not only of one or two classes but of the whole school, and up to now I have not seen students enjoy participating in a European project so much as they have in the project We are Europe.

Lilia Ratcheva

Project coordinator



SCHOOLING IN THE TWENTY-FIRST CENTURY

Introduction

The topic of my talk today is 'Schooling in the 21st century'. I chose the word schooling rather than education, for two reasons. Firstly, because 'education' is such a broad umbrella term that means teaching, being taught and learning, but not necessarily in a school. An education can be acquired anywhere and in many different forms. One does not necessarily have to attend school to receive an education, or to be educated.

Schooling on the other hand, as I understand it, means the education that specifically happens within schools. As teachers, librarians, administrators and educators, schooling is a significant part of our daily lives and that of our pupils or students. Therefore, schooling and how it is changing is what I would like to talk about today; something that is extremely relevant to all of us here today and to the theme of your project.

The 21st century is actually quite a long period of time to cover in 40 minutes. It started in 2001 and will end at the close of 2100. Obviously, there are still another 84 years ahead of us in the 21st century. In order to be as accurate as possible, I need to talk about, not only what has happened in the last 16 years but I also need to do some fortune-telling, perhaps some crystal-ball gazing and try to predict what will happen in our schools over the next 84 years or so.

The future is very hard to predict – isn't it? None of us really knows what the future will bring, we can only guess what schools and schooling might look like further down the road, 5, 10 15 or even 84 years from now. Of course, we can gather statistics and look at trends, but nobody really knows what schooling will be like even in the very near future.

Something that I have definitely realised and I am sure you have too, is that things have changed in our schools and are still changing and will continue to change. You have also probably realised that the speed of change within education systems, is actually quite slow. Policies, curriculums, ideas and innovations that we find in our schools today, are things that were thought about several years ago. Schooling remains and will remain a 'work-in-progress'.

When I look back and reflect on my own teaching experience and especially when I consider the last 10 years of teaching in Vienna, there has been a definite change in schooling not just in Austria, but all over Europe. Some of these changes happened gradually, with me not really being aware of what was going on at the time and only becoming aware of them in retrospect. However, some of the other changes that I have noticed in schools are things that I was actually intentionally and physically involved with; going through the process of evaluating needs, coming up with ideas, developing concepts and a plan of action and then actually implementing the changes.

Therefore, this morning I would like to reflect a little bit on what has changed in the recent past and look upon what is changing and perhaps in many cases still needs to change.

Changes

Migration

It has become clear that, both as a teacher and an administrator there are some things that happen in schools that are beyond our control. The first thing that comes to mind is migration. This is something that has happened gradually, sometimes in spurts, but definitely steadily. Europe has opened up its borders, giving us as citizens the right to travel freely, making it easier for us as Europeans to live, work and travel where ever we chose. However, sadly people are also being forced to move because of tragic events that make it impossible for them to stay where they chose. Europe is on the move, for one reason or another and our schools reflect this change by becoming melting pots of cultures, nationalities, languages and backgrounds, mixed up with individual personalities, talents and interests.

We as Europeans have also opened and widened our inner borders; we are moving away from the idea of a solely national identity to that of a European identity. I definitely see myself as being British, but more than that I am a European. This idea is something that I have tried to pass onto my own children and to the pupils I have had the pleasure of educating, and is obviously a topic you are addressing within your project. So it is not just physical borders that have opened, it is also the mental borders.

When borders open up, whether they are physical or mental, there is even more of a need for tolerance, acceptance and understanding of other cultures, languages and religions. Schools play a hugely important role in promoting an open and tolerant European society.

Educational Ideas and Ideals

Another thing that has changed in the recent and not so recent past is the recognition that education and schooling need to move away from the old-fashioned ideals and methods of the 19th century. Thank goodness we have moved away from parrot drills, memorizing facts and figures by rote, grammar translation methods of language learning and physical punishment. We moved through the 20th century of wars and peace, technological and scientific breakthroughs and methods of teaching and learning that embraced the child as a whole and not as an empty pot that needed filling with facts and figures in order to become educated.

Jean Piaget (1896-1981) was a well-known educational psychologist, he made this poignant statement around 1964 and it has been quoted many times since.

He states **“The principal goal of education is to create men and women who are capable of doing new things, not simply of repeating what other generations have done... who are discoverers. We need pupils who are active, who learn early to find out for themselves, partly by their own spontaneous activity and partly through the materials we set up for them.”**

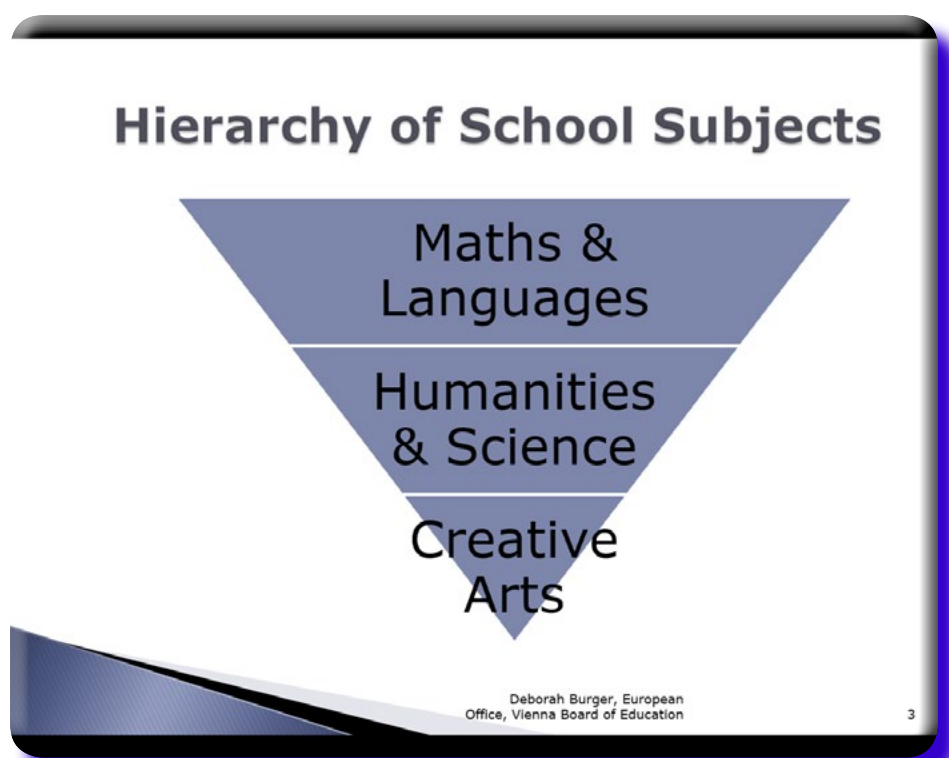
Obviously, when he said this he had no idea that fifty odd years later, at a project conference meeting in Warsaw, Poland, his words then delivered to students at an American university would be repeated and would still apply to the goals we are striving for within our schools today. Perhaps he hoped by now, his ideas would have taken hold and already be a natural, obvious part of our schooling. In some countries, some schools and some classrooms his ideas and theories are being implemented and being ‘lived’ on a daily basis. But there are still many classrooms, schools and systems where this idea is beginning to be thought about and just starting to take hold as an educational policy.

There are two things that are personally striking to me in this statement: the first one is ‘not simply repeating what other generations have done’. Sadly, a phrase I often hear, when asked why a

particular method or teaching sequence has been used is, 'well we have always done it like that'. If we as teachers are unable or too afraid to break out of our comfort zones and try something new, how on earth can we expect or encourage our pupils to do the same thing? This means that teachers, administrators and anyone involved in education, needs to be brave and have the courage to take a risk.

The second part and probably, what I have striven for my whole teaching career, is 'pupils who are active, who learn early to find out for themselves'. In my opinion this is such a vital life skill. Pupils need to be active to be involved in the learning and teaching process and most importantly learn how to find out answers themselves, and if they are unable to do that, give them the skills to ask for help and find help. I will go into more detail about life skills shortly.

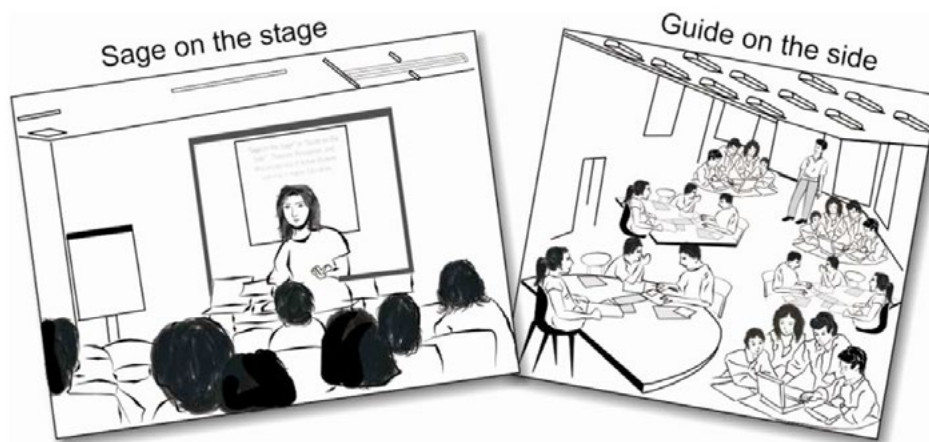
Our education systems are based on the idea of academic ability and there is a reason for this. Formal public systems of education came into being around the 19th century in order to meet the needs of the industrial revolution.



Within schooling systems there is a hierarchy, with the most useful subjects for work being at the top of this inverted pyramid and the time spent on them respectively. So there was and often, unfortunately, still is a tendency to steer pupils away from the things they like or might be good at in order to secure a good job. A job as an actor, artist or musician might be perceived as being insecure or hard to come by, so pupils might be discouraged from doing what they like because pursuing a career in that field could be seen as pointless. Of course, we know that logically this is a misguided way of looking at things, but how many educational systems still take this hierarchy of subjects seriously. Now we as educators are faced with the challenge of bringing more creativity into the curriculum without adding more school hours or it costing more money. Teachers are solving this problem with such innovative ideas as using music to teach maths, and drama to teach literacy, implementing CLIL (content and language integrated learning) and cross-curricular project work. This move to break out of the rigid timetable, and to work on skills and cross-curricularly is a way in which schooling needs to move forward, adapt and change.

A sadly misguided attitude found within educational systems is towards academic ability; often in school academic ability is seen to equal intelligence. Long ago, universities designed the schooling system in their image. Actually, many educational systems are set up with the final goal being that of university entrance. The consequence being that many highly-talented, brilliant, creative people believe that they are not intelligent because the thing they were good at whilst at school was not valued, or was even stigmatized. Thankfully, schooling has progressed enough to see that we cannot afford to go on that way. A changed and changing Europe needs a different kind of schooling.

Changing Role of Teachers



Source: <http://www.eit.edu.au/creating-useful-education-and-training>

Deborah Burger, European Office, Vienna Board of Education 4

This doesn't mean that everything that went on in the past was wrong. On the contrary schooling of the past was right for the kind of society and population of that time. Now however, the world of work has changed and our way of schooling has to adapt otherwise our pupils of today will be those searching unsuccessfully for a job tomorrow. The role of teachers has also changed and is developing from an all knowing 'sage on the stage' type of lecturer to more of a 'guide on the side'.

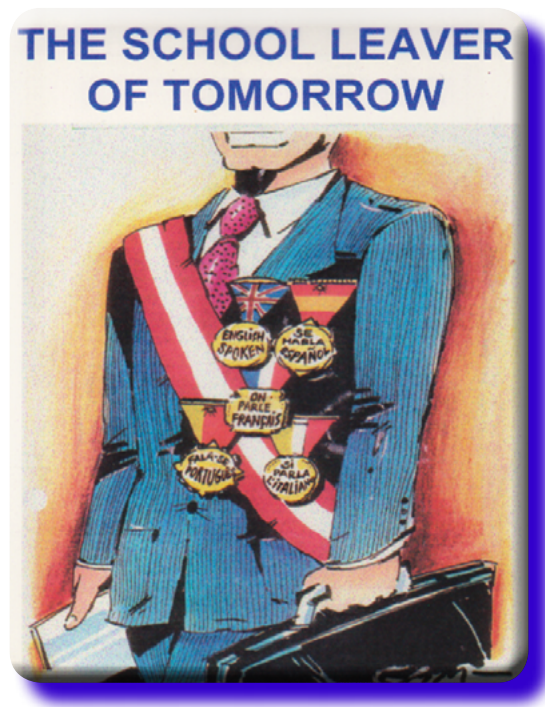
Europe in 2016 is not only a different geographical place to that of the past, it is a changing entity and we as educators need to be aware of this, we need to support changes in our schooling that match the demands of current society and the population of our time, as well as keeping in mind what might happen in the future and how we can best prepare for these changing demands.

Skills and Competences

If we agree that the old-fashioned hierarchy of academic subjects needs to be broken down in some way – what should take its place? I already mentioned cross-curricular or interdisciplinary schooling. Another way of breaking out of this rigid regime is that of competence-based education. Here we are supported through European policies and guidelines – the eight key competences outlined in this framework.

I think I can safely say, as educators, we would like to prepare our pupils for the world of work

in the best possible way; as well as giving them life skills, so that they can survive outside the classroom as well as nurturing their interests and talents whilst they are still at school. But do our ideas of good preparation match those of the world of work. What does the commercial world say, what do the employers of tomorrow want our school leavers to be like, how would they like them to be prepared?



This picture came from a magazine published at the turn of the century (late 1990's – early 2000) by the industrial federation in Vienna, when the members of the association were asked what they thought the ideal school leaver looked like.

We as teachers want our pupils/students to be well-prepared for the world of work and these are the goals we need to aim for!

Smart – appearance smart and not scruffy – hence the suit

Enthusiastic – smiling, happy expression

Multilingual – communication in many languages

Briefcase – depicts the working attitude – seriousness – ready to work

Qualified – the certificate – does not necessarily mean an academic degree, but proof of some sort of qualification, education or training

Lastly – the sash – doesn't mean the school-leaver has to be Austrian – it means that they should be a good ambassador for their home country.



Several years later, in 2013 the ideal school-leaver looks like this. This graphic was published by the Job Outlook survey in 2013. The job outlook survey is a forecast of hiring intentions of employers as they relate to new college graduates and school leavers. Each year, the National Association of Colleges and Employers (NACE) surveys its employer members about their hiring plans and other employment-related issues in order to predict the tendencies of the labour market.

As you can see the profile has changed – now there is a focus that has moved away from specific qualifications to skills and these skills correspond closely to the skills outlined by the European Union.

The European Council has set out the framework of key competences that they believe will prepare our school leavers for the world of work.

The European Reference Framework of key competences for lifelong learning was defined and adopted in 2006 by the European Council. It outlines eight key competences to be acquired by all European citizens in the context of lifelong learning. These competences come in the shape of knowledge, skills and attitudes and are essential in a knowledge based society and ensure more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly globalised world.

The competences also factor in innovation, productivity and competitiveness in the world of work and they contribute to the motivation and satisfaction of workers and the quality of work, as well as strengthening social cohesion and active citizenship.

Key competences should not only be acquired by young people during the course of their compulsory education and training, thus equipping them for adult life, particularly for working life, and forming a basis for further learning.

The key competences should also be acquired by adults throughout their lives, through a process of developing and updating skills, still within the context of lifelong learning.

By building on these diverse individual competences, the differing needs of learners in our schools should be met by ensuring equality and access for those groups who, due to educational disadvantages caused by personal, social, cultural or economic circumstances; who need particular support to fulfil their educational potential. Examples of such groups include people with low basic skills, in particular with low literacy, early school-leavers, the long-term unemployed and those returning to work after a period of extended leave, older people, migrants, and people with disabilities.

As a follow-up, in order to re-inforce the importance of the eight key competences, on the 10th of June of this year the European Commission adopted a new and comprehensive skills agenda for Europe. The New Skills Agenda is a policy that calls upon member states to focus even more on the acquisition of skills and competences, from the earliest possible moment.

The aim is to ensure that people develop a broad set of skills from early on in life and to make the most of Europe's human capital, which will ultimately boost employability, competitiveness and growth in Europe.

So what are these eight key competences and how do they fit into schooling in the 21st century?

Communication in the mother tongue

Communication in the mother tongue or first language is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of cultural contexts.

A positive attitude towards communication in the mother tongue is extremely important and something that cannot be emphasised enough. There is a real need, especially in schools to give all languages an equal status. This implies that we must all be aware of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

Communication in foreign languages

Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of contexts according to one's wants or needs.

It is important to note that communication in foreign languages also calls for skills such as mediation and intercultural understanding. A positive attitude towards language learning involves the appreciation of cultural diversity, and

an interest and curiosity in languages and intercultural communication.

Mathematical competence and basic competences in science and technology

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability to use skills such as logical and spatial thinking and presentation (formulas, models, constructs, graphs, charts).

Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers.

An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language.

Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs.

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Learning to learn

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Social and civic competences

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Sense of initiative and entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular

contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.

A solid understanding of one's own culture and a sense of identity is the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life.*

The key competences are cross-curricular by nature, and are therefore applicable in all subjects and school activities. Several countries have made significant progress in shifting to competence-based schooling, Austria for example. In addition to introducing legal and curricular frameworks for key competences, it is important that a further step is taken and we as educators foster a competence based approach in the classroom. If we wish to have a competence-based schooling, we need to move away from the strict regime of timed lessons, subjects and standardized testing and a move towards cross-curricular, project-based learning in order to develop pupils' competences and collaborative problem-solving skills.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities.

There are a number of themes that are repeatedly applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences, as does language learning, whether it be the first language (mother tongue), official state language, or foreign languages.

Conclusion

A great deal is being asked of us as educators, to give our pupils the best education possible, to give them all the skills they need in life and of course, to prepare them for the world of work through acquisition of these key competences, to nurture their talents and interests, ensure that we fulfil the demands of the curriculum and in many cases prepare our pupils for standardised tests, all of this should be done in the in heterogeneous, often multilingual classrooms for a few hours a day. A huge challenge and an almost impossible task, it would seem – but not for teachers. I have the pleasure and privilege to visit classrooms and teachers several times a week and support teachers through in-service training and I have to emphasise that the majority of teachers and educators are open to new ideas, are so aware of the challenges faced by their pupils and systems; they get up and go to work every day in order to teach, guide and support their pupils in the very best way that they are able, sometimes working in conditions that are not always supportive or ideal. I see teachers who spend hours working on projects just like this in their free time, so that they can increase their own awareness of what is happening in society around them, that they can exchange ideas, perhaps share their concerns and even pick up tips or gain support from like-minded teachers in other European countries who are facing similar challenges. Therefore, I would like to thank all of you for taking the time and investing the energy that it needs to implement such a successful project. In the end it all comes down to doing as much as you possibly can for your pupils. This type of project is an example of schooling in the twenty-first century at its best!

To bring this talk to a conclusion, I would like to leave you with a quote from the UK, it comes from the Bullock Report (A Language for Life, chap 4), which was the result of an enquiry into education appointed by Margaret Thatcher in 1972 – what is striking is that this quote came out in 1975, so really from the last century and yet, is still extremely relevant!

It says:

Knowledge is not something to be passed on intact to learners. Learners have to make sense of new knowledge themselves, to link it to what they know already, to recreate it in some sense in order to make it their own.

Bullock Report: 'A Language for Life' (chapter 4

Language is a principal means of doing this.

Source: <http://www.educationengland.org.uk/documents/bullock/>

Personally, I would change this **Language is the principal means of doing this!**

*Taken from: ***KEY COMPETENCES FOR LIFELONG LEARNING European Reference Framework L3 brochure***

SOURCES:

EUROPEAN COMMISSION

Directorate-General for Education and Culture

http://ec.europa.eu/languages/policy/learning-languages/multilingual-classrooms_en.htm

<http://www.educationengland.org.uk/documents/bullock/>

Bullock Report (A Language for Life, chap 4 -1975)

The Committee of Enquiry, appointed in 1972 by Margaret Thatcher, Secretary of State for Education in Ted Heath's Conservative government, was given the following brief:

To consider in relation to schools:

- (a) all aspects of teaching the use of English, including reading, writing, and speech;
 - (b) how present practice might be improved and the role that initial and in-service training might play;
 - (c) to what extent arrangements for monitoring the general level of attainment in these skills can be introduced or improved;
- and to make recommendations.

<https://www.ted.com/talks/>

Sir Kenneth Robinson

RESEARCHING INCLUSION IN AN INCLUSIVE WAY? CHILDREN AS RESEARCHERS IN HETEROGENEOUS SCHOOL SETTINGS

Tobias Buchner, queraum.kultur- und sozialforschung, Vienna/AT

Intro

'Inclusive Spaces' (www.inclusivespaces.org) is a project funded by the Austrian Ministry of Science, Research and Economy and part of the 'Sparkling Science' program. The participatory project focuses on how inclusion and exclusion are negotiated in schools' social spaces, as well as equipping students with research skills. Background

Background

Inclusive Education can be considered one of the main objectives of Austrian education policy. In recent policy papers, inclusive education has been marked as a key goal to be achieved all over Austria by 2020 (BMBF 2015a). In these contexts – and in line with international discourses (Smyth, Shevlin, Buchner et al. 2014) - inclusive education has been defined as an education which is able to meet the needs of all learners, regardless of their abilities, needs or 'migration background' (BMBF 2015b). However, recent research has shown that the implementation of inclusive education has not always fulfilled expectations and hopes. For example, a number of quantitative studies pointed to serious problems at peer level, highlighting the marginalisation of students labelled as having special educational needs (SEN) (Schwab & Gebhardt 2016, Schwab 2015, Schwab, Holzinger, Krammer et al. 2015)). In depth qualitative research has shown that these processes happen in places outside of the classroom, creating spaces of exclusion and inclusion (Buchner 2016). The 'Inclusive Spaces' project aimed to deepen our understanding of these issues, co-creating knowledge with students that contributes to foster social cohesion and 'successful' inclusion' in schools. In doing so, we adopted the broad definition of inclusive education and avoided focussing on disability related issues, taking several 'lines of differences' and their intersections into account (Buchner, Grubich, Fleischanderl et al. 2016). Furthermore, we endeavoured to equip students with research skills, enabling them to conduct their own research about the spaces of their schools in which they are interested.

Project partners

The project core team consisted of queraum.kultur- und sozialforschung (project leadership) and the teacher college of Vienna (Pädagogische Hochschule Wien). As school partners, three New Middle Schools (NMS) with a strong commitment to inclusion were chosen for collaboration: NMS & JHS Konstanziagasse, GTEMS & NMS Anton-Sattler-Gasse and ONMS Max Winter Platz. Two advisory boards counselled the core team on important issues: the scientific advisory board included international experts on participatory research with children (Mary Kellett, Open University, UK), human geography (Louise Holt, Loughborough University, UK) and inclusion (Borgunn Ytterhus, Norwegian University of Science and Technology, NOR). The ethical advisory board consisted of stakeholders who have been working intensely with children in school and research contexts (Petra Pinetz, Integration Wien; Irene Gehardt, Inklusion Wiener Neudorf and Helmut

Sax, Ludwig Boltzman Institute for Human Rights). Furthermore, the research workshops at the Department of Education of the University of Vienna, facilitated by well-known qualitative researcher Bettina Dausien, provided space for in-depth analysis of the data. Researching with students

Researching with students

At each participating school, research workshops were facilitated with students of so called 'integrated classes', forming heterogeneous groups of participants with varying abilities and different ethnic backgrounds. Students of the Department of Education of University of Vienna and the local Teacher College assisted the team of adult researchers. Adult researchers differed regarding gender, ethnicity, age and abilities – thus forming a heterogeneous team.

The workshops consisted of two phases. In the first phase, the main theoretical concepts of the project (social space, difference, in/exclusion) were discussed with students in plain language - in relation to their 'everyday experiences' at schools. Introducing and practising participatory methods supported this process: mapping and photo voice techniques were used to generate a 'social cartography' of the schools and at the same time to sensitize students for the normative underpinnings of inclusion. Data generated in this phase was analysed, presented and discussed with participants at each school. The settings and methods mentioned proved effective in enabling all students to participate.

These results, based on the 'insider-perspectives' of students (Bautista, Bertrand, Morrell et al. 2013) were taken as starting points for the second phase of the workshops: students were invited to develop research questions linked to the results – or on other topics related to their schools' spaces they were interested in. Students chose topics of their interest, forming small research teams, consisting of 2-5 children. Adult researchers, who assisted in developing and conducting the projects, supported research teams. In order to equip students with research skills, workshops on quantitative and qualitative methods were facilitated. However, research teams were also encouraged to create their own methods. The support of the teams was carried out in a way that tried to respond to the needs and abilities of the young researchers. For example, pictograms and photos were used in one group to enable a student labelled as having SEN. Some students whose first language was Turkish were assisted by whisper translation by students whose first language was also Turkish.

Data was analysed using different techniques of visualization and categorisation (Buchner, Grubich, Fleischanderl et al. 2016). Furthermore, the teams developed innovative methods together, such as exploring schools' spaces by playing "hide and seek" or creating board games.

Topics of the research projects

Some examples of the topics picked and the research questions are listed below.

- The girls' restroom. Why do girls always go to the restroom in groups and why do they cry there?
- The 'legendary' floor in front of class 3c. Why do boys fight and what could one do about it?
- The schoolyard. Why do teachers create rules that are so strict?
- Social media and cyber-bullying. Which social media apps do young people in schools use and what do they do about cyber-bullying?
- The schoolyard. Who is hanging out with whom and why is that so?
- My block. Which spaces are important outside of schools?

- The floor. Why do some children laugh at other children?
- Hidden spaces: how do students 'use' the 'hidden' spaces of our school?

Some outcomes

The students' research projects provided some very interesting outcomes. This section of the text focuses on two aspects: including all students in the projects, and empowerment of students who are labelled as having special educational needs.

Reflecting upon the involvement of all students, it needs to be mentioned that, in some cases, whisper translation in Turkish language was perceived as helpful by some students. However, other students, whose first language was Turkish, refused such support when asked, thinking of it as excluding (as the rest of the workshops were facilitated in German). Moreover, it proved to be helpful that the team of adult researchers was large enough in order to prepare workshop materials in an accessible way (e.g. provide supporting materials in plain language and photos/icons) and ensure good support for the students' projects.

After my presentation at the 'We are Europe' – conference in Warsaw, I was asked about the involvement of the students labelled as having SEN during the projects – which is why I want to address this issue here more explicitly than in my oral paper presentation. I think that some of these students were empowered by doing their own research. For example we got to know that one student labelled as having SEN was thought of as being a 'low achiever' by the other students, and by teachers: "He is not capable of anything too complex, he is even overstrained using public transport!" (Teacher 13, school C) However, this student proved to be quite a good researcher, handling the logics of quantitative research without problems. Furthermore, when he and his group presented their project, it was perceived as brilliant by the other students. Fellow students seemed to be astonished by the skills shown and applauded heavily, stating: "I never thought that [student 21] would be able to perform that well!" So the project seems to have impacted not only on the students' skillset, but also on the social standing of students.

For further information please contact buchner@queraum.org

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Setting the Workshops



- Place: school libraries and classroom
- Frequency of meetings:
 - NMS Konstanziagasse: weekly /3 months
 - GNMS Anton Sattler Gasse: daily/3 weeks
 - Max-Winter Platz: 2 days a week/7 weeks

1st Phase of Workshops: Exploring Schools' Spaces and Differences

Team Building: The Tower of Power



Group Discussions About Difference



Mapping



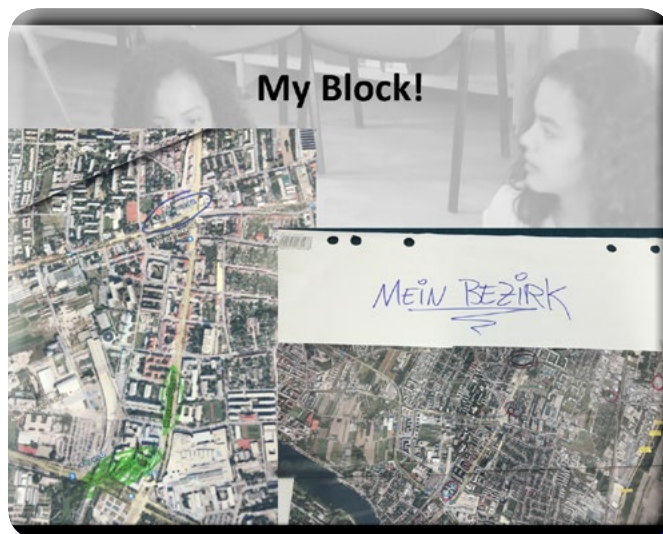
2nd Phase of Workshops: Students Projects



Some Topics of the Projects

My Block!

- Research interest: how do spaces in schools relate to spaces outside of schools
- Using the maps of the first phase
- Explore spaces outside of schools with google maps



Schools' Spaces and Their Meaning

- Playing seek and hide
- Reflecting on spaces
- Interest in teacher practices and spaces
 - e.g. defining age-related territories, disciplining children
- Create a board game!

Board Game: The neverending school



Presentation of results



Research Team



Dr Paul Sutton

STRATAR

Stratar.net

C&T are a UK-based applied theatre company, mixing drama and learning digital technology. Our mission is to use theatre and digital media to inspire, educate and empower. The company, led by a core team of applied theatre practitioners and technologists, focuses on the creation of digitally enabled applied theatre experiences for schools, colleges, universities and communities across England and internationally.

For applied theatre makers, drama is not purely about staging performances of plays: drama is a learning medium. Over fifty years key practitioners such as Dorothy Heathcote and Jonothan Neelands have re-framed drama as a set of powerful kinesthetic learning tools, that allowed children to learn by “walking in the shoes of others” (Heathcote).

C&T has fashioned this body of pedagogic tools to reflect our interests and priorities. We are particularly interested in how today’s ‘Digital Natives’ can build synergies between these drama-based pedagogies and the tools of the digital revolution.

Our work has three facets:

First is a portfolio of online participatory drama projects created by C&T. The company collectively refers to these as Dramatic Properties. These projects act as catalysts, driving applied theatre activities through a fictional learning context, utilising a suite of tools and structures designed to enable online collaborative drama. They bear a striking resemblance to traditional TIE but happen in online contexts, usually bespoke websites created by C&T. Examples of these Dramatic Properties (DPs) include the livingnewspaper.net, a reinvention of the classic documentary drama form for the internet; stratar.net, a performance-based digital mapping tool and Lip Sync, mixing drama and music video techniques online.

Second, the company has developed a catalogue of methods and techniques to enable the live facilitation of these Dramatic Properties. These techniques, embodied by an applied theatre and digital media practitioner (C&T calls these Animateurs) are a hybrid of drama processes, technological manipulation and pedagogy and are designed to mediate between the Dramatic Property and participants in a drama space. Because DPs are digitally delivered, this process of live facilitation can happen at distance from C&T’s core team in Worcester UK. This has led C&T to develop a team of Animateurs in settings and locations often geographically remote from the company’s home.

The third and final component is the C&T Network. The geographically diffuse nature of C&T’s school partnerships means that a digital infrastructure is required to enable collaboration and participation between all parties. C&T has developed a number of social media tools and platforms that enable this effective communication and process of co-authorship. However, this networked theatre model embraces more than just technology: the ethnographic diversity the C&T network offers makes for a rich cultural fabric for exploration. Rural schools can collaborate with urban, primary with secondary, special schools with mainstream.

Stratar.net is an example of the way we work.

Stratar is a digital mapping tool. It was inspired by the oldest map in the world, the Mappa Mundi, created by medieval monks in the 10th century in Hereford, England. The Hereford map has little value as a geographic map; instead it is an encyclopedia of the medieval world-view, woven with stories, histories, myths and legends.

Thus inspired by the Mappa Mundi, C&T created stratar.net, a web application that allows young people to create interactive digital maps of their community and neighborhood. Drama techniques like still images, tableaux vivant or role play can be used to dramatize local landmarks or events and then, using a range of digital technologies, these can be captured digitally. The primary tools are photography, video and audio, though a variety of apps and software can be used to manipulate and capture the essence of their drama learning. These moments of media content act as symbols for our map – just as traditional print based maps use icons to symbolize key landmarks: hospitals, schools, stations, monuments for example. Our symbols dramatize these locations, showing their value, relevance, or significance to participants.

These mediatized symbols can then be digitally ‘pinned’ to the map, targeting their geographic location. Contributors can augment these files with descriptions, contextual information that help to clarify the reason for their inclusion. These pins can also be thematically organized (history, culture, business for example) enabling students and teachers to organize maps along cross-curricular lines.

Finally, these completed maps are published to unique website addresses (URLs) which can then be shared publicly, for example with parents, friends and families. The completed map is formatted for smartphones, so users can use the GPS capabilities on their phones to access their maps, explore them on foot and experience the content created by the young people.

C&T has used stratar.net on a variety of projects and contexts. As well as We Are Europe, it has been used by people with learning disabilities and difficulties in Liverpool, UK, to map service and facilities for disabled people; by theatre students in New York to promote Broadway’s theatres; and in UK schools to support the transition from primary to secondary schools.

C&T is currently using the approach on a new project, “Push/Pull”, which is exploring the forces that drive people to migrate from one community, or country, to another, bringing together partners in the UK, across Europe, in New York and Los Angeles and in Kenya.

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Liisa Karlsson

STORYCRAFTING METHOD



This article is an introduction to the Finnish innovative and award-winning Storycrafting method in a nutshell.

The Storycrafting method is suitable for everyone, and it is easy to use. The idea behind Storycrafting is to give the opportunity to a child, young person or an adult to talk about their thoughts. During Storycrafting, the listener and scribe is truly interested and wants to listen to what the teller has to say in that moment.



HOW TO BEGIN STORYCRAFTING

The “storycrafter” (scribe) says to the child:

“Please, tell me a story,

that you would like to tell me.

I will write it down just as you tell it.

When the story is finished,

I will read it out.

If you wish, at that point, you can correct the story or make changes.”

(Karlsson 2013; Karlsson & Riihelä 2012)

See the instruction of the Storycrafting session in different language (you can also translate the instruction in your language and send it to Children are Telling –network: [lapsetkertovat @ gmail.com](mailto:lapsetkertovat@gmail.com)): http://www.edu.helsinki.fi/lapsetkertovat/lapset/In_English/Storycrafting_method/in_dif_languages.html

Prompt (don’t ask!) a child, a group of children or an adult, “Tell me a story!” Then write down the story exactly in the way the teller tells it in that moment. Write it down word for word without making any changes or corrections. Rejoice the Storycrafting moment together but please, do not make any comments about the content of the story during the Storycrafting session. When the story is finished, read it aloud to the teller, so that they can make any changes or corrections, if they so wish. It is nice to read the story out to others as well (to other pupils, parents or adults), if you have the storyteller’s permission to do so. Make notes of the circumstances surrounding the Storycrafting experience: how did it begin, what did you think, how the storyteller reacted to the situation, what made you wonder, etc. Ask permission from the storyteller to take a copy of the story and read it aloud to others.

The main idea is not to teach how to produce a good story or teach the structure of an expressive story. The important thing is to create a shared situation, where you show your interest to listen to the other. Therefore, do not give the title or topic for the story – just listen to what the teller wants to say in this situation. Also try to avoid making it feel like you’re just doing an assignment. Often the teller needs time to think about what to say. The silence may seem like a long time to the scribe, but have patience to wait without interrupting, panicking or being bored.

The Storycrafting - five steps:

1. verbatim (telling the story),
2. writing the story,
3. reading the written story,
4. the possibility for narrator’s corrections, and
5. reading it aloud to other listeners or publish it in one way or another if the teller wants.

A child often wants to draw a picture of their story. Sometimes children prefer to draw a picture first and then tell their story. Also make a note of the teller’s name, age, the date the story was told and the place where it was told. On a separate sheet of paper, you could make some notes about how the situation began, what happened next, as well as what you were thinking and feeling at the time. After a few sessions of Storycrafting, the Storycrafter (scribe) will begin to feel more comfortable with the practices of the Storycrafting method.

Children’s stories can be collected in a special binder on your bookshelf, or you can display them

on the walls for the children to see. New stories can be told whenever, wherever and by anybody. The important thing is that the adult or even a younger scribe is truly interested in hearing, what the teller wants to say, and communicates this also with their expressions. Storycrafting becomes the teller's and the listener's shared experience. It is born "in the space between us", when one wants to tell and the other wants to listen: Storycrafting happens in shared time. The story is not meant to be assessed or judged in any way, and you should not make any interpretations. The teller decides what the story is, what it will be like. It could be only a couple of words, a "book", a real experience or even a joke. It should be celebrated together. When you scribe a young child's stories frequently, the child will notice how their speech is transformed into letters, which can be read back later in exactly the same words that were dictated. Many children have become aware of the connection between spoken and written language, and have learned to read and write by themselves.

It has been noted that Storycrafting brings about the most knowledge when a child has the opportunity to tell stories frequently. When repeated frequently enough, you begin to hear how the child's mind works and their foremost thoughts in any given situation. It provides building blocks for identity formation. The child becomes used to telling stories in different situations and to different people, which boosts their confidence. However, the most fun thing about Storycrafting is spending time together, as well as encountering the other in a new way, which builds a feeling of a dialogical and shared community.

The background of the method

The theoretical background is in a socio-cultural frame of reference, childhood studies, and studies of child perspective (e.g. Bruner 1996; Cole 1996; Wertsch 1998; Corsaro 2005; Säljö 2006; Karlsson 2000; 2008; 2012; 2013). Thus the phenomena are seen as situated in place, time, actors, and cultures. The child - as the adult - is regarded as a social actor, an active contributor with agency in a collectively shared context.

Dr. Monika Riihelä (Ph.D.) created the Storycrafting method together with children as a school psychologist in the 1980's in Finland (Riihelä 1991). Along with teachers and children, Professor Liisa Karlsson further developed and researched the method (e.g. Karlsson 1999; 2000; 2009, 2013; 2014). Storycrafting is known in Finnish as "sadutus" and in Swedish as "sagotera".

Storycrafting has been nominated as one of "The important Finnish social innovations" (Taipale 2006). It is also the Finnish method selected from among hundreds of proposals to qualify as "a functional model in promoting children's mental health" (Mental Health Europe 1999). Storycrafting is widely used in many different environments and age groups (from 2 months to 98 years old) in Finland and many other countries e.g. Estonia, Sweden, Norway, Denmark, Iceland, Belgium, UK, Lebanon, Sri Lanka, Ecuador, Iraq, South Africa, Zambia, Bangladesh, Palestine, Australia, China, India.

To start

Try out Storycrafting a few times. Do this preferably with a child or a group of children. You can also have a Storycrafting session with an adult or a group of adults. After you have used Storycrafting, discuss with others what their experiences of Storycrafting have been like. Take turns to describe how the Storycrafting situation began, what happened next, and read aloud the story that was produced, if you have the storyteller's permission. Compare each other's experiences. Usually Storycrafting takes around 10-15 minutes, but sometimes it can last only a short while, or for a long stretch of time. It is up to the storyteller. Let the storyteller tell the story without interruptions. It's really important that you are truly interested in listening to the story being told by the storyteller. Otherwise they may not want to tell their story.

Every year is celebrated "Day of Stories" October the 18th. The Global Day of Storytelling and

Storycrafting, “The World Storytelling Day” is in March the 20th. You can send Storycrafted stories to “Children are telling” webpages if the children or adolescents and their parents have given the permission to published them. Stories can be send to: lapsetkertovat @ gmail.com

CHILDREN’S AND ADOLESCENT’S STORYCRAFTED STORIES

Nea & Linda, 14 years to 15 years students (told in English), Savonlinna University Practice School, Finland:

Making the world a better place

Once upon a time there was an unicorn called Aurora. She lived in the clouds, far far away from here. One day she decided to see the world under the clouds. She didn’t know, what there was going to be, but she was excited about it. She flew for a while and landed on an island. She saw beautiful green land, snow covered mountains and beautiful flowers in the valley. She wanted to stay there forever.

But then, she heard a very uncomfortable sound, she startled and then she saw a human with a gun. She flew away as fast as she could. She saw how that human tried to shoot animals, when they ran away.

Aurora got upset about how mean people are and how they kill other animals. She wanted to do something about it and tried to stop that human. She flew home and asked her friend to come with her. Her friend said, that they can’t do that much, if there is just two of them, so they asked lots of their friends to come with them.

They all flew back to the island and tried to find the person who did awful things to other animals. The human saw all the unicorns and was scared when they tried to kick him. Then someone realized that violence isn’t the best way to handle things. They asked, why that human was trying to shoot animals. The human told them that the world is a mean place and that everyone does it. Unicorns asked the people to stop killing animals, and appreciate the nature.

Human agreed. He dropped his gun and went home. The unicorns went home as well. They all lived happily ever after, and the humans realized what they have really done to all the animals.

Maikki 2 yrs 8 mths (told in Finnish), Finland

“I know the bird.
The lion doesn’t come here.
(It) won’t climb and eat.
I am making a lamp.
I have written, see, I have written.
Now I have wrote.
Why do you write ‘Maikki’s’? ”

In Finnish: ”Linnun mää tiän. Ei leijona tuu tänne. Ei kiipeä ja syö. Mää teen lampun. Mää oon kirjottanu, kato mää oon kirjottanu. Nyt mä oon kirjotti. Miksi sää kirjotat ’Maikin’? ”

Lassi & Jan 15-16 yrs, students (told in English), Savonlinna University Practice School, Finland:

Story

Once there was a boy. His name was McDonald's. He lived in a small town. He had 24 sisters and brothers and they had a big farm.

One day, 24 sisters and brothers went fishing. McDonald's saw a little girl who was called Burger King. McDonald's was in love. McDonald wanted to know more about Burger King, so he asked her: "Will you marry me: 3.

They were married and they managed to get a kid called Hesburger. Hesburger was a hyperactive child, who loved hamburgers. One day McDonald's and Burger King had a big fight and Hesburger didn't like it and Hesburger went to glorious heaven called Finland and started a company called Hesburger.

McDonald's and Burger King had a divorce and that's why McDonald's company and Burger King are fighting of who will be the bigger fast food company.

Liisi 12 years students (told in English), Savonlinna University Practice School, Finland:

Seija woke up at 5 o'clock and went to breakfast. Seija drove to school via the ring road, as she lived in Kellarpelto. Seija parked on the school yard beautifully in the spring day.

Seija went to her office, since it was Matti's learning support day. Seija taught Matti geometry, since Matti didn't know those things. Seija's teaching took one hour as the recess bell rang and Matti had to go to the dentist. Seija prepared first grade's R slips and mirrors which were for looking at the tongue's positions.

Seija had a very busy day today, as she would be teaching first grade some Finnish, and addition to the second graders, and in the evening she still had English tutoring to do. Seija's Finnish lesson went well using the mirror. After Seija's other lessons she went to watch television at home and to eat popcorn.

In Finnish: "Seija heräsi kello 5 ja meni aamupalalle. Seija ajoi kouluun ohitustien kautta sillä hän asui Kellarpellossa. Seija parkkeerasi koulun pihalle kauniisti kevätpäivässä. Seija meni omaan työhuoneeseen, sillä oli Matin erityisopetuspäivä. Seija opetti Matille geometriaa, sillä Matti ei osannut niitä. Seijan opetus kesti tunnin sillä välituntikellot soivat ja Matin oli mentävä hammaslääkäriin. Seija valmisteli ykkösluokan ärrä-laput ja peilit mistä katsottiin kielen asennot. Seijalla oli tänään hyvin kiireinen päivä, sillä hän opettaisi ykkösluokkalaisille äidinkieltä ja yhteenlaskua kakkosille ja hänellä olisi vielä illemmalla enkun kielen tukiopetusta. Seijan äidinkielen opetus sujui hyvin peilin kautta. Seijan muiden tuntien jälkeen hän lähti katsomaan televisiota kotiin ja syömään poppareita.2

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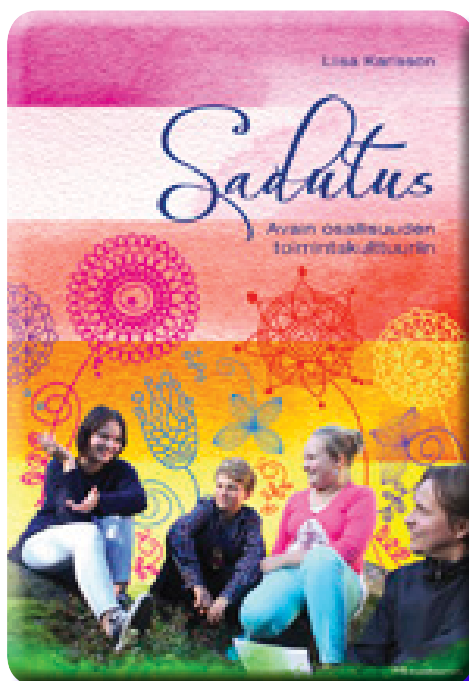
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See the webpage in English:

www.edu.helsinki.fi/lapsetkertovat/lapset/In_English/frontpage/

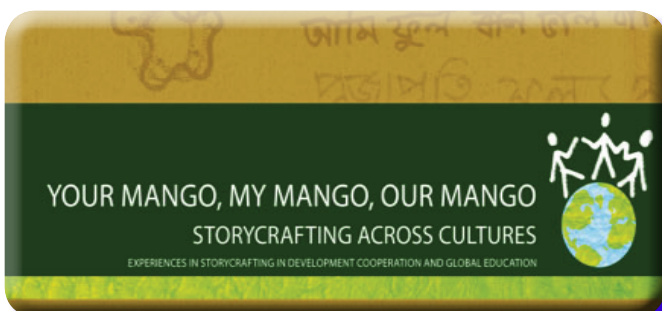


Children are Telling

Projects Members Publications The Storycrafting method Seminars

Children are Telling - a network of researchers and developers studies the knowledge children produce about their lives. The aim is to move away from the traditional, objectifying approach to children by focusing on the questions of children's participation and co-operation. We are investigating the knowledge children have constructed, their culture of their own and joint action among children and adults. Children are Telling -network includes researchers, professionals, and students working in different fields and disciplines. The network brings together the viewpoints of research and practice with children. Children are Telling -network has a publication series "Children are Telling".

Find out more about us from the links above.



STORYCRAFTING

What it looks like in the classroom

Using the Storycrafting method in the classroom creates a safe, participatory space – a platform for children’s voices to be heard. However, sometimes as a teacher it is difficult to justify why Storycrafting is valuable from an educational point of view.

This year I started off the school year with a new class of 10-11 year olds. I started Storycrafting with them as a group. The first teller wanted to recount a story from childhood where his finger was caught in the door and he had to visit the hospital. Many other children wanted to tell a similar story afterwards. What did I learn about my pupils that morning?

They have a good rapport, a good dynamic as a class. I had a peek into the children’s world. They have “favourite stories” that had already been told on the playground. They had a sense of identity (through events in their past) and a sense of their own bodies (lots of scars!). They knew how to make connections to their own experiences whilst listening to their peers. They knew how to structure a story. They had never done Storycrafting before, but they all had a story to tell. Not even my English language learners felt at all shy. One of them had broken her arm in the summer and asked for help translating the parts she didn’t have the words for. They co-told the girl’s story. The Storycrafting experience left us feeling excited and relaxed at the same time.

These are some practical tips that I have found useful when setting up Storycrafting in my classroom:

- Sit in an informal space, or a collaborative space.
- You will need a good chunk of allocated time at the beginning of the process, but later on it’s easier to fit Storycrafting around other lessons and routines in the school day.
- It’s easier to type when you’re scribing. Also, it’s good to use an interactive board or projector the first time to show the children you are writing exactly their words.
- It’s ok to tell them to slow down if you can’t keep up! However, do not make any comments about the content of the story during the Storycrafting session.
- I usually start with a class story to make sure everyone has been involved. Later I move on to children Storycrafting with a partner (this saves time when the teacher doesn’t always have enough time to scribe for each child individually).
- Display & celebrate stories (with teller’s permission!)
- Share individual stories with the whole class (with teller’s permission!)
- Do an exchange. With another class, with another school.
- Ask parents to Storycraft at parent’s night or as a homework task.
- Do not judge or assess the “quality” of the story as if it were a writing task. This breaks trust and sends the message that you don’t mean it when you say they can tell any story they want.
- Enjoy the time you spend with the children. Relish in the stories they tell you! Laugh with them! Crazy things can happen in a story world which are not possible or not “allowed” in the real world.

If you have any questions about the practical side of setting up Storycrafting in a classroom, or if you are interested in participating in an international Storycrafting exchange which is part of my doctoral research, please feel free to be in touch with me at oonamp@student.uef.fi or oonapiipponen@outlook.com. I look forward to hearing from you!

1. WeAreEurope (WaE) & Teacher Training

As stated in the We Are Europe (WaE) project application, “The overall aim of the project is to develop specific skills among teacher trainers, teachers and students in order for them to be prepared to live in an inclusive globalized world and to raise awareness of historical backgrounds as part of a clearer understanding of present situations.”

1.1. WaE planning

While the first year of the WaE project was dedicated mainly to understand school and curricular contexts on which to base the further education of teachers involved in the project (through state of the art research on student-centered aspects of curricula, students’ interests and perceptions on what and how they would like to learn about Europe, as well as teachers’ opinions; and compiling resources about Europe that would match those interests and perceptions), the second year already involved some activities to effectively train teachers in WaE methodologies, resources and approaches.

This was done in some partner countries in close cooperation between a Higher Education (HE) teacher training institution and a school. For example, the Instituto Politécnico de Castelo Branco (IPCB) worked closely with the partner Agrupamento de Escolas Nuno Alvares (AENA) in Portugal; the Institut für Jugendliteratur – worked closely together with the GTNMS Anton-Sattler-Gasse in Austria.

This means that when planning the Modules for Teacher Trainers and the implementation of further education opportunities for teachers, special attention was given to integrate WaE outputs, such as the answers to the Quiz for students and brainstorming with students and the teachers’ opinions, which produced interesting information on activities and themes of special interest for students. The planning of the training and implementation also considered the analysis of the school curricula undertaken in the participating countries on the European themes, knowledge of Europe, and knowledge of the own country in the national curricula for the age group 9 to 14, as well as student-centred aspects of the curricula.

1.2. WaE methodologies, resources and approaches

The planning of the teacher training also considered the WaE resources for educators and resources for students compiled across the Wae partnership and the Tips for Teachers and Educators on methodologies and examples on how to use the WaE resources.

Thus, the WaE outputs that are specifically targeted at teachers are, namely:

1. *Tips for Teachers: guidelines to help plan activities and lessons*
2. *Outline of Training Modules for Teacher Trainers to use with teachers*
3. *Results from the Training, i.e. teaching units with lesson plans developed by teachers who attended the training.*

This paper will attempt to give a brief overview of the methodologies and approaches of the Tips for Teachers that you can find of the WaE website; next it will concentrate on the concept of the Modules for Teacher Trainers, followed by a description of how those modules were implemented in Portugal from January to March 2016.

The focus will be on one particular aspect: how the Training Modules invited teachers to explore and integrate resources from the List of Resources for Teachers.

Thirdly, this paper will focus on how the teachers who attended the training in Portugal integrated resources and approaches either proposed by the Tips for Teachers or the Teaching Training session.

2. Teacher Training methodologies and approaches in the WaE project

2.1. Tips for Teachers: guidelines to help plan activities and lessons

Tips for teachers on how to use the resources compiled by WaE in formal and informal education was produced to stimulate innovative planning and implementation of modules with students on Europe. It is translated into Estonian, Polish and Portuguese.

At the heart of its concept lies the notion that it is important to encourage and/or deepen the interest of teachers and students in Europe as “an inclusive space for lifelong learning and work in order to help pupils develop skills for the future” (WaE, 2016: N/p). This raises some interesting issues that concern the development of 21st century skills, such as learning to face a changing world and European society that is becoming increasingly multicultural; reinforcing the positive aspects of dealing with and studying in and later working in a diverse society; and rethinking the civic and social skills needed to operate in international contexts.

The *Tips for Teachers* also reviews some effective pedagogies that support ideas and approaches to teaching and to integrate activities and WaE resources. These are suggested as a starting point for the teachers’ own planning and are therefore resources rather than prescriptions. The approaches suggested include: Small group/paired activities; Discovery Learning; Cross-curricular or Interdisciplinary Learning; Experiential Learning; and Peer Teaching (which are described in some detail for those teachers that may not be familiar with them).

The *Tips for Teachers* include tables with suggestions for activities, linked to specific resources, stating objectives and giving an outline. See *Table 1* for one example for an activity with books. Besides activities with books, other activities are suggested, with film and multimedia; with games; and with websites, all available on the List of Resources for Teachers and for Students. There is a final section in the Tips for Teachers with further teaching ideas collected from pupils, teachers and researchers.

Table 1

Activity	Suggested Resource	Objective	Outline
Map work: 1. Geography Bingo	The maps of Austria, Portugal, Estonia, UK and Poland	Understand and discuss geography and culture of the countries	Design a BINGO card listing geographical aspects, for example population, ecosystem etc. and use this either as a traditional bingo game or as a prompt for research.
2. Mental maps to understand Europe	The map of Europe	Make students use a mental map as the key tool to navigate their tour around Europe	Students try to find something, drawing and annotating their own mental maps. At the end the “Atlas of the Mind” can be created.

3. The definition of a map	Maps of Austria, Portugal, Estonia, Poland	Some maps are better than others. What exactly is a 'map,' and what does it do? Ask students to define the term.	Look at examples of the maps of Austria, Portugal, Estonia, UK, Poland and find symbols or images to broaden our understanding. Ask students to explain what each map shows, and how it conveys more information than a simple road map. Then students can brainstorm and design their own maps of a place they live to convey detail and enhance people's understanding.
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2.2. Modules for Teacher Trainers

2.2.1. Description and rationale

The Teacher Training Modules (intended for 30 hours blended learning – face to face + online learning) integrate results compiled in schools (through Quiz to students and template for teachers), Lists of resources compiled by the partners for teachers and students to use, as well as Tips for Teachers on how to use those resources.

The modules are devoted to specific cross-curricular themes designed to complement the current school curricula, such as: the concept of 'home' as national, regional and local identity; musical traditions; fashion; cooking; sports; future educational needs; and skills for the future. They are designed to achieve the following objectives:

- Examining of own cultural identity;
- Promoting cultural and intercultural understanding;
- Generating interest in other EU countries and their cultures;
- Promoting respect for the cultures and achievements of others;
- Promoting and initiating active participation in the development of a common Europe through a constructive discussion process;
- Deepening students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project;
- Sharing knowledge with others.

The aim of the Teacher Training Modules is to assist teacher trainers in disseminating the WaE resources and propose a set of modules whereby teachers will combine their own experience and disciplinary knowledge with the resources and produce cross-curricular lesson plans (units) within the project's objectives and themes. The lessons developed by teachers are to be piloted in their schools and to envisage opportunities for students to cooperate across Europe.

Through the lessons plans developed by teachers, specific skills are to be developed, namely:

- Preparing for life in globalized inclusive societies (intercultural skills);
- Handling globalized information in changing educational and work contexts that require lifelong learning;
- Increasing awareness of historical relationships to better understand the current situation;
- Promoting the integration idea;

- Using history as a basis for raising awareness of social justice and understanding of diversity as an enrichment for the people and the societies in which they live.

A note is due here to the MIT (multi-, inter- and transdisciplinary) approach emphasized during the training in Portugal. The Partnership for the 21st Century Skills (2009) Consortium considers that the interlinking of global themes, fundamental learnings and the development of 21st century skills resides in articulating standards, curricula, teaching methodologies, learning contexts, data analysis and teacher professional development. MIT (multi-, inter- and transdisciplinary approaches) privilege the following aspects:

- learning & teaching activities may be associated to more than one discipline; learning can be problem-based and a problem may be approached from a multidisciplinary perspective;
- learning & teaching activities may also be analyzed across disciplines, despite occurring within specific disciplines;
- learning & teaching activities may be cross curricular and go beyond disciplinary boundaries and be resolved holistically through project work, for example (Choi and Pak 2006, cit in Alvargonzález, 2011, p. 388, Bernstein, 2015).
- MIT approaches are bound to involve students in more authentic learning experiences because they will be required to connect disciplinary knowledge, engage with diverse perspectives, and solve problems as a whole (Youngblood, 2007; Coffey, 2009; Augusto et al, 2004).

This MIT goal is pursued in the training through cross-curricular themes, resources and activities, to be tested in schools (formal education) and in libraries (informal educational events). In addition, the planned activities assist the participating teachers in developing their personalities, discovering their own abilities and strengths and enhancing their social skills, while finding opportunities to collaborate with other teachers in Europe through the activities developed by their students.

2.2.2. Organization of teacher training

True to the idea that there is no limitation in what concerns the disciplinary areas of the teachers to be involved, an ideal number of teachers to be involved was set at 10 in Portugal. One further aspect was taken into consideration: it is important that teachers from several disciplinary areas sit together to discuss and develop multi- inter- and transdisciplinary (MIT) approaches to the themes of WE ARE EUROPE.

There are 5 modules for teacher training, each for a 3-hour face-to-face training plus additional hours for teachers, since teachers are expected to develop their own lesson plans during 15 additional tutorial hours to assist preparation of lesson plans¹.

In Portugal in January and February, the staff in both participating schools were introduced to the blended learning materials to prepare them for the main body of lesson planning and implementation of lesson plans with children in their own school and classes.

Face-to-face sessions included at most 1-hour presentation and the remaining time was task-based and used for discussion. Table 2 shows an Outline of the Teacher Training Modules, as organized in Portugal.

Each module is described in detail as to its duration, methodology, materials suggested, to be customized by users, and learning outcomes. This was what happened in Portugal: even though designed by Instituto Politécnico de Castelo Branco, when the Teacher Trainer Modules were implemented with real teachers from several schools, their content was adapted and customized to suit the needs of the teachers involved.

¹ In Portugal inservice teacher training was accredited as a 40-hour training course entitled “Temas europeus transversais ao currículo: estratégias de ensino, concepção e adaptação de materiais e planificação de unidades de Ensino na perspetiva da multi-, Inter- e transversalidade (MIT) de saberes e competências”.

Table 2. Outline of the Teacher Training Modules

Module	Module 1	Module 2	Module 3	Module 4	Module 5
Timeline	Week 1 (3h+2h)	Week 2 (3h+4h)	Week 3 (3h+3h)	Week 4 (3h+6h)	Week 5 (3h)
Title	Exploring the WAE project	The WAE Tips for Teachers	What do my students want to learn that relates to WAE?	Teaching approaches for unit (lessons) plans	Presentation and discussion of lessons (unit) plan outlines
Content	WAE rationale, aims, objectives. Resources, perspectives and outcomes	Exploring <i>List of resources</i> together with <i>Tips for teachers</i>	WAE themes, reports on students' interests, curricular objectives, and resources available for students in WAE	Identification of all the resources available for the theme of lessons plan outline. Proposals on approaches to teaching	Teachers present lesson plans and piloting / implementation strategy
Materials	PowerPoint on project	List of resources Tips for Teachers Tips for Teachers: section Activities with books/films and media/games/and websites	Students' quizzes Students' interests Curricula WAE Resources for Students	List of Resources Tips for Teachers-section Approaches to teaching	Lesson plans to be implemented
Outcome	Understand the WAE project and the role of teachers in it	Connect resources with tips on how to use them effectively for the WAE aims	Define outlines of possible lessons/unit plans that integrate students' interests and curricular aims	A fleshed out unit plan that integrates WAE resources and curricular aims	Lessons/unit plans to be implemented

3. WaE Resources that made sense for teachers

In this section, some resources from the List of Resources collected by WaE and used during the training sessions will be highlighted: they are mainly websites and games that can be played about Europe and therefore are suggestive of an integrated approach to knowing more about themselves and partner countries. Let us consider only 3 examples of resources that became very popular among the teachers:

1. The website 'Discovering Europe' at http://europa.eu/kids-corner/countries/flash/index_pt.htm. This is a resource for Students with information on each European country. The proposed activity for teachers was:
 - In pairs explore the information on Poland, the UK, Finland, Estonia and Portugal to present to other pairs. **What would you add? What would you erase?**
 - Next it was asked: **How can I encourage my students to work with this idea?** And to write ideas in their Learning Journal.

This activity invites teachers to reflect on representation of national identity and of own and other countries in a critical way.

2. Again a website with resources for students- EU Kid's Corner at http://europa.eu/kids-corner/explore_pt.html, Discovering Europe.
 - This activity was suggested as an ice-breaker they could use with children: **Which activities do you know as icebreakers that would be suitable to explore for the WaE project aims and context? As a group which questions would you raise if you were your students? Which would be interesting questions in your students' point of view? Can I play such a game with my students'?**
 - Next it was asked again: **How can I encourage my students to work with this idea?** And to write ideas in their Learning Journal.
3. The third example is on online gaming : Online gaming is an activity that most teachers are not familiar with or cognizant of and this resource contains games online for children that are quite informative. The activity also takes teachers through an experiential learning activity similar to those they could use with students methodology wise.
 - Teachers were invited to play the game "Through the Wild Web Woods" <http://www.wildwebwoods.org/popup.php?lang=pt> in groups, for 20 minutes, and then comment on their experience with other teachers.

All these examples of invitations to explore resources had the very direct aim of familiarizing teachers with resources for children and with high quality materials about Europe and the European Union, as well as leading them to discuss competences for the 21st century. At the same time the choice of these multimedia resources was also a means to familiarize teachers with the kind of multimedia project work they could facilitate among their students and we knew would probably generate enthusiasm in students.

4. Teachers' lesson plans and units

4.1. Teachers involved

12 teachers, among the 41 that initially showed interest, took part in the WaE training in Portugal, among which 2 Music teachers, 2 Mathematics teachers, 3 History teachers, 4 English Foreign Language teachers and 1 Multimedia & ICT Teacher, whose students covered the 10 -15 age range.

The unit and lesson plans developed by teachers individually or collectively was made dependent on a series of factors, such as: the students' ages, the school the teachers were teaching in and the initial project work ideas they came up with during the initial training sessions.

Choice of themes and teaching approaches for implementation were assessed based on the disciplines taught by the teachers involved, curricular themes and topics, time management, projects being developed in school and by the students, resources available and classrooms or other school spaces available for project development (i.e. with ICT resources).

To plan their units and lesson plans teachers used a common template included on page 6 of the Teacher Trainer Modules in the section Teaching Log. Units and lesson plans were initially broadly presented during the 4th face-to-face session through PowerPoint (10 minutes) and further developed subsequently after having received feedback and suggestions from trainers and peers. On completing unit and lesson plans, teachers were invited to record their findings in a Case Study template.

4.2. Projects developed

Table 3 offers an overview of the units developed by each teacher or group of teachers in Portugal.

Table 3. Units developed in Portugal for the We Are Europe project.

Unit title	Teacher name	Organization	Theme/ Topic	Disciplines	Lessons
Bombombos Bass drums	António Pedro Gonçalves Dias	Agrupamento de Escolas de Idanha-a-Nova	Traditional percussion musical instruments: bombos / Bass drums	Music: Bombombos Club Agrupamento de Escolas de Idanha-a-Nova	5x45 min
Europe	Isabel Maria Lebre Falcão	Escola Cidade de Castelo Branco	Europe	Citizenship Education	4x45 min
We are Europe: the birth and growth of the EU	Maria de Lurdes Castiço Ribeiro Lopes	Agrupamento de Escolas Nuno Álvares	The start of the European Union	History & Citizenship Education	6x45 min
Human Rights & Peace Education	Maria Duarte Pinto Castelo-Branco	Agrupamento de Escolas Nuno Álvares	Human Rights & Peace Education; European dimension in education	Citizenship Education	6x45 min
My town - Castelo Branco (Local History)	Maria Dulce Caeiro Gaitas Dias	Agrupamento de Escolas Nuno Álvares	Humanism	History & Arts	2x90min e TPC
Technology is Great	Ana Maria da Silva Cravo	Escola Secundária Nuno Álvares, AENA	Technology	English	5x90min
Creating a quiz about Castelo Branco	Teresa Maria Santos Bento Caldeira	Escola Cidade de Castelo Branco	Games for education (edutainment)	Club Ludoletras	10x90min
Reading I discover Europe and its Great men and women	Silvia Melchior e Sandra Lourenço	Centro de Promoção de Leituras Serra da Estrela	Human Rights	Citizenship Education	6x45min
United by chocolate	Ana Cristina Coelho Gordino Simões e Maria Fernandes Pereira Figueiredo Tavares	Escola Básica Cidade de Castelo Branco	Chocolate	Music & Mathematics & Science	16x45min

4.3. WaE resources explored

Of the 9 units designed and implemented, further data were organized on 6 of the units on the case studies templates. These highlight how some of the resources used and suggested from the List of Resources for Teachers and for Students proposed during the training were used. Further resources are also suggested. *Table 4* lists how each unit made use of the resources.

Table 4. Units designed by teachers & use of WaE Resources

Unit title	How WaE Resources were used
Bombombos	Visited some webpages about Europe. Search on the internet in the project partner countries for musical instruments that are similar to bass drums and are traditional.
We are Europe: the birth and growth of the EU	Research on WaE resources of websites about the partner countries.
My town - Castelo Branco (Local History)	Visited some webpages about Europe.
Creating a quiz about Castelo Branco	Initially students explored some games on Europe and citizenship at EU <i>kids corner</i> , (discovering Europe), which served as examples to create the quiz.
Reading I discover Europe and its Great men and women	Students played the <i>online game</i> "Discovering Europe" Information on the EU is explored through the pdf file: "Discovering Europe.pdf"
United by chocolate	Exploring WaE and other resources; Each group of students researched 2 European countries and their connections to chocolate; as well as for information on how chocolate is used in their recipes.

Conclusions

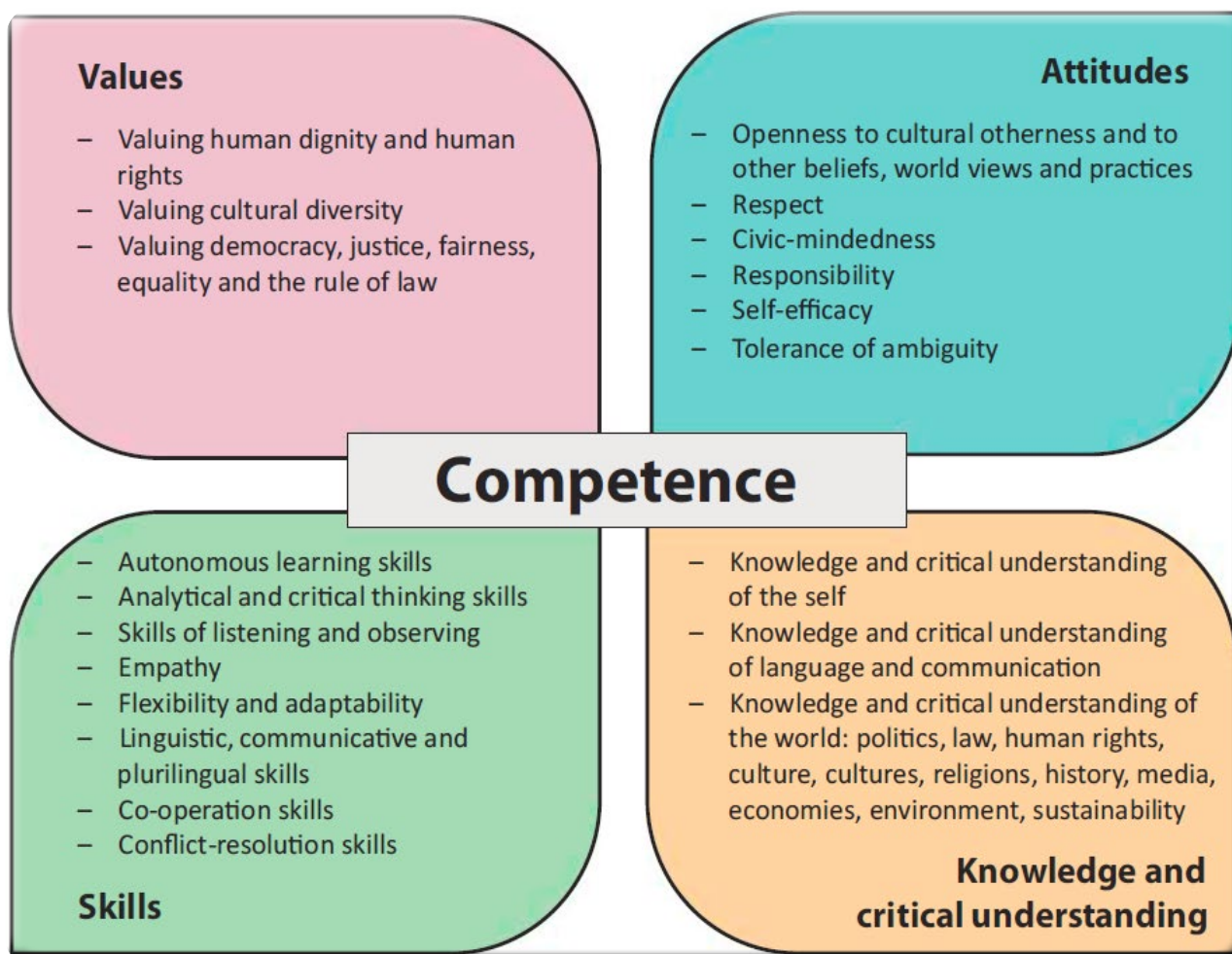
School, student and teacher participation in international European projects is an asset for school systems as it enhances opportunities to share experiences and knowledge, as well as contacting with diverse contexts, which is crucial for the development of 21st century skills for living and working. Participation is also an opportunity to develop competences for democratic participation in a diverse world that requires new understandings based on reason, emotion and creativity (Unesco, 2013, p.14).

One of the competences that can be developed in students through international participation is that of being able to sustain intercultural dialogues in the sense of open respectful exchanges between individuals who may hold diverse ethnic, cultural, religious, and linguistic backgrounds with a view to co-construct shared understandings.

The Council of Europe (2016) defines critical citizenship competence in socially diverse societies as a set of values, attitudes, skills and knowledge that can be transversally developed through sharing projects, experience and knowledge among teachers and pupils with diverse backgrounds. Figure 1 sums up the values, attitudes, skills, and knowledge that were developed through the training and hopefully transferred to the students through the units and lesson developed by teachers.

The values of human dignity and human rights, cultural diversity, justice and equity; attitudes such as being open to the other, respecting the other, being civil, responsible self-efficient and able to tolerate ambiguity; the skills developed encouraged autonomy, critical appraisal, listening and observing actively, cooperating and resolving conflicts, as well as plurilingual skills; last but not least, knowledge development focused on self-knowledge and critical understanding of communication in the world as well as on politics, law, culture, history, the media, the environment and sustainability.

Fig. 1. Democratic citizenship competence according to the Council of Europe (2016)



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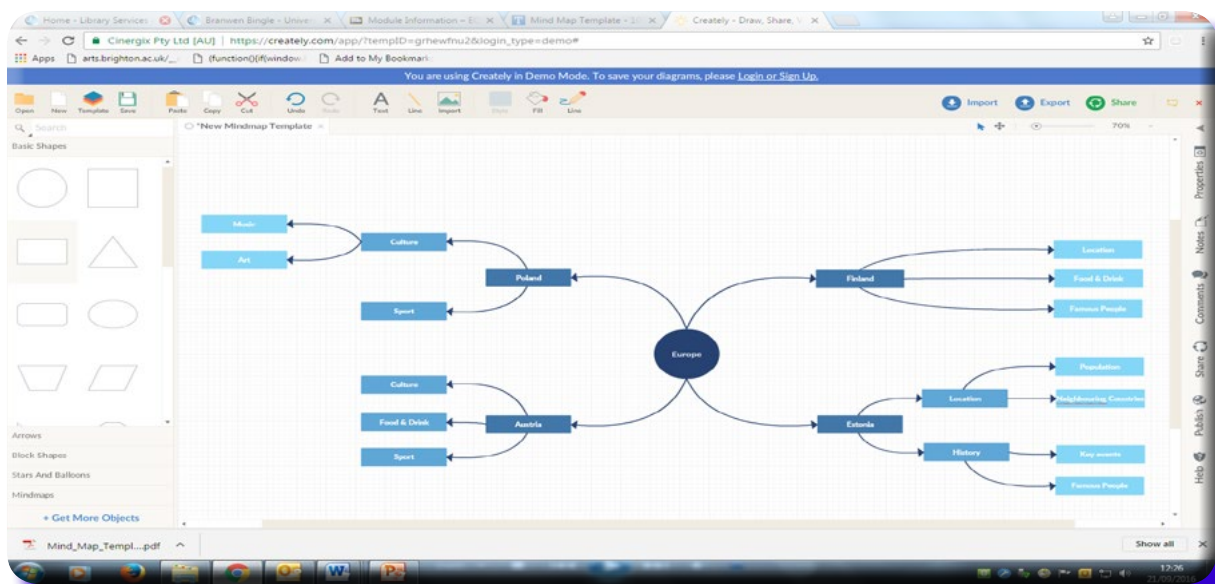
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An important part of the project was the development of training modules for teachers to ensure that anyone wanting to use the materials in the future would be supported in planning for effective learning

Planning can feel daunting...



Planning for teaching about something as broad as the European Union, its people and its cultures, can feel daunting. Where do we start? Sometimes the temptation is to identify everything it is possible to learn, which can be overwhelming; other times we stick with what we already know, which means our lessons are limited to our own knowledge and understanding with little research to support.

In order to make planning meaningful it is important to think about what we consider to be core learning around the topic. This approach to planning was suggested at a recent conference (Education A Global Perspective) held at the University of Worcester. Peter Fransen & Harry Stokhof from HAN University in The Netherlands suggested the use of expert mind maps in the design phase of curriculum planning.

So how do we make it manageable and meaningful?

- In small groups: use the mind map to identify the key areas you think learners should know about another country in order to develop understanding and acceptance

- Identify the core knowledge, skills and understanding you want children to learn in each area

1) What are your key priorities?

2) Where are your own learning gaps?

You have been given a blank mind map in your conference packs, which we will use now. Spend a few minutes discussing the following:

- Identify the key areas you think learners should know about another country in order to develop understanding and acceptance and add it to the inner ring of your mind map. If it helps, consider what areas people would need to study to learn about your culture and country.

(After no more than 5 minutes) What key areas have you discussed? (ask for suggestions, eg food, art, geographical landmarks etc). We would normally spend longer on this when planning, but you can see the sort of aspects we need to consider. Now consider the pupils:

- Identify the core knowledge, skills and understanding you want children to learn in each area and fill this in the next ring of the mind map.

(After no more than 3 minutes) Now consider how many of these areas you feel totally confident in teaching about your own country. What about other countries in Europe? Are there areas you would need to explore further? Which areas are already resourced on the We Are Europe website?

This gives you a clear indication of where to focus your own planning and research when preparing for teaching.

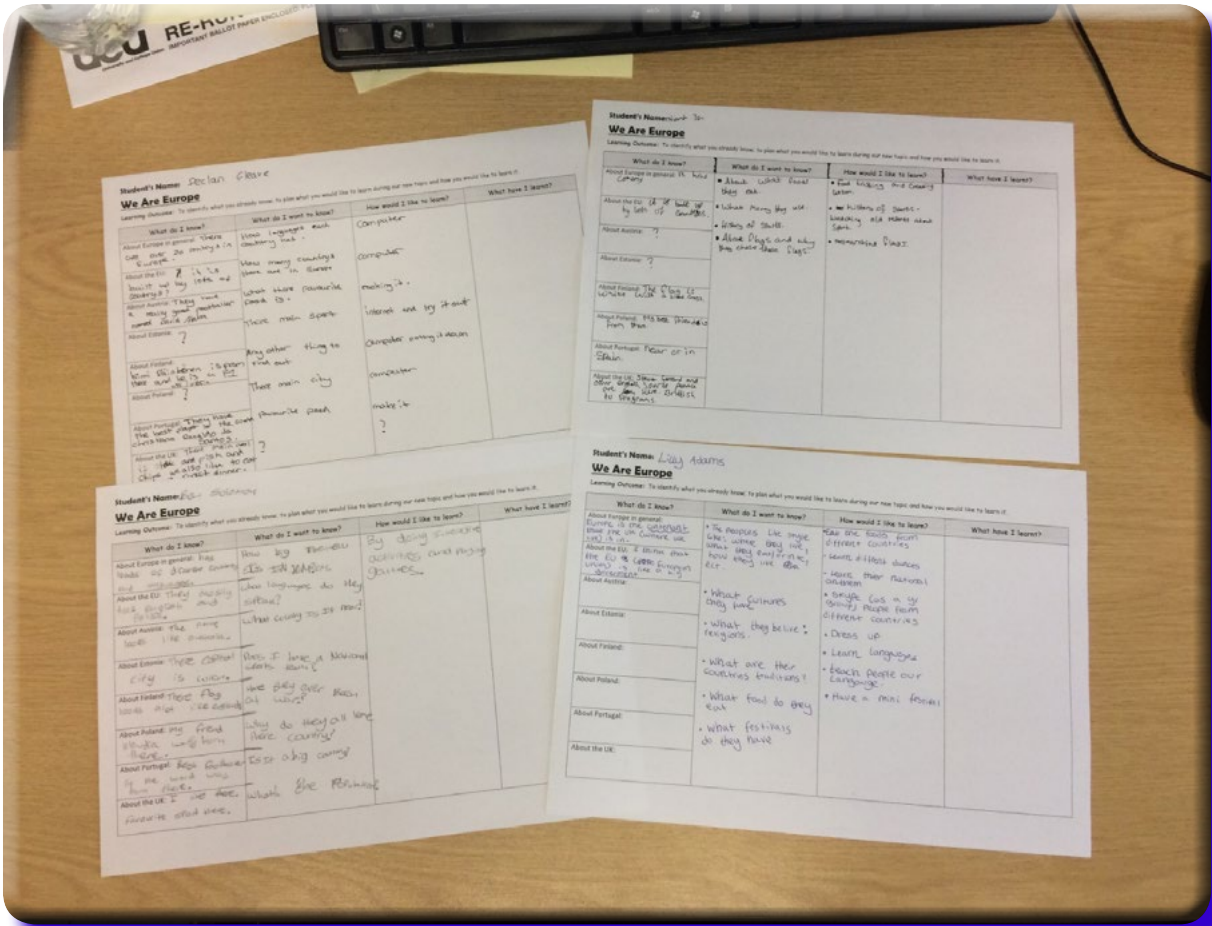
Another aspect of the project that we felt was very important was the voice of the learners in helping to construct their own learning. For this, we used something called a KWL grid: K for what they Know; W for what they want to learn; and L for what they have learned at the end of the project. We also added a column for students to identify How they wanted to learn (making it a KWHL grid!)

At the beginning of the project, students answered a quiz about Europe to show what they know, but they also filled in the K, L and H section of the pro forma.

Working with your pupils: adapted KWL grids

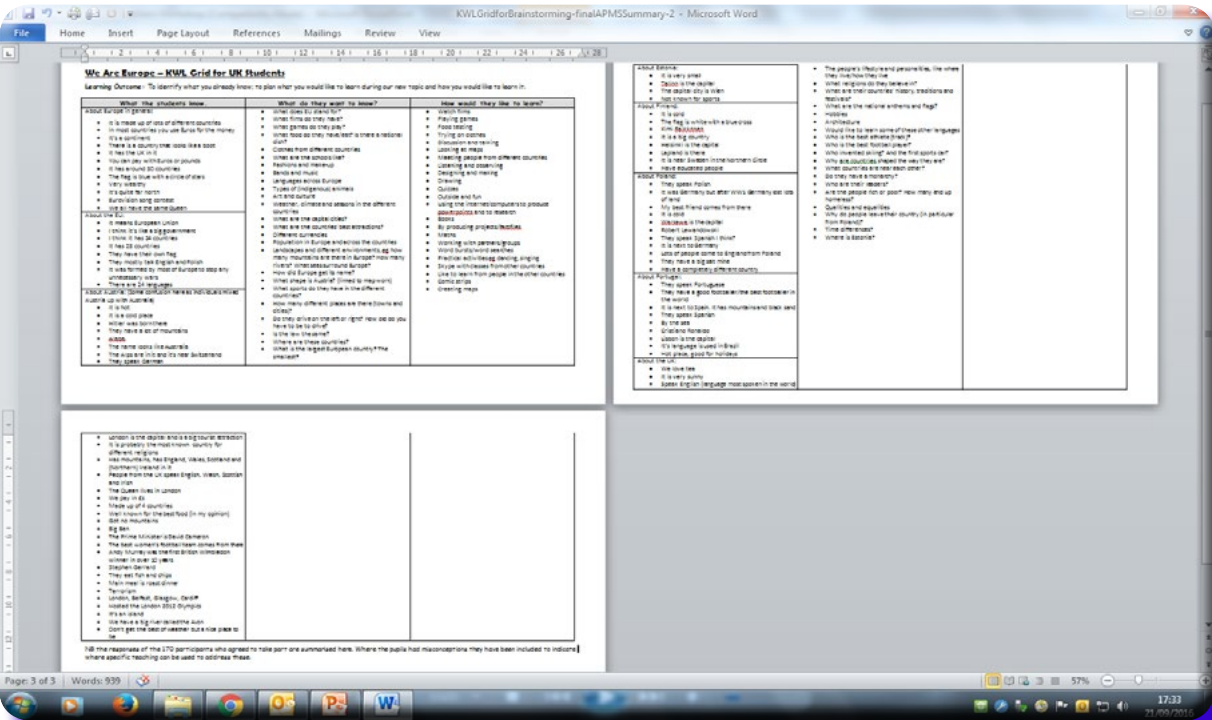
What do you KNOW?	What do you WANT TO KNOW?	How would you LIKE TO LEARN?	What have you LEARNED?

Collect the information:



This provided the teacher with a significant amount of detail about prior knowledge and misconceptions, as well as ideas for lesson content and pedagogical approaches. There is a blank version of the pro forma in your pack: you can experiment with using this approach in your own classrooms.

Collate the information:



Using the website



All of the information you gather should help you plan: you will know what research you need to do, what resources you need to find, and how to engage your learners.

Then we used the resources from the website, as well as some identified by the teachers during the training module, to plan a sequence of lessons that covered what we felt should be taught matched with what and how the students wanted to learn. (Explore the link to the website briefly to indicate how these aspects come together).

Ultimately, what was most important was that the focus remained on the children: their learning about themselves and about others in their world. You will be responsible for helping students by guiding them through a changing political and social landscape, and hopefully these materials will help you to do this confidently.

What will you teach?



What will she learn?

A TEACHER'S OPINION

Kenny Hirst

Thank you for allowing me the time to explain what I believe the pupils and myself personally gained from being part of this Erasmus project. I am Head of Geography and Head of Year in a large middle school with pupils aged 9-13 years old just south of Birmingham. We ran the project with our oldest pupils during their final year at our school.

Firstly I am going to explain the benefits to the pupils then I will talk about what I and other teachers involved have gained both personally and professionally.

When undertaking this project I was initially told by the senior management team in my school that they thought it would be a good idea if we took part and that they had agreed on my behalf. Initially I wasn't too excited about the project and wondered how I would fit into an already busy schedule!

However after meeting with Derval and Branwen and discussing the project through and looking at the benefits it would have on the pupils I taught along with my own teaching then I quickly realised that my Senior management team might be onto something signing us up for it!

At the beginning of the project we got the pupils to fill out a questionnaire about what they knew about Europe and what they would like to learn. By doing this at the very start it allowed pupils to become involved in making decisions about their learning, about what they would like to learn and how they would like to learn it. Therefore pupils felt respected that their ideas had been listened to and reacted upon. They felt they had been listened to and taken seriously therefore they were more engaged in the lessons.

The pupils came up with so many fantastic questions and ideas about things to learn, far more than I probably would have thought of and it included somethings that I thought that they were either too young or too old to want to know.

We fully rolled out the project after Christmas to the whole of our year 8 pupils. Pupils quite often in this final phase of their journey at St John's often become disengaged with geography and other subjects especially if they do not want to carry on their study in that subject when they transfer to high school. Quite often pupils have to choose between History and Geography when they start high school, meaning that the incentive to apply yourself to the fullest perhaps is not there if you know you will not be studying it further.

However I believe that the pupils stayed engaged in the lessons far more than in previous years. The final year coasting that we get of many pupils did not happen this year and I believe that was due to the fact they were studying something they had set the agenda for.

They could see that the areas they had requested to cover had been listened to and they were indeed a partner in their own teaching and learning. They were excited about attending the university at the end of the topic and I believe this also helped them to keep their interest and engagement right to the end of the term.

I personally structured some of the lessons to allow pupils time to research a more specific area within that part of the project. For example in one of the lessons I taught for a short period of time about different foods that can be found in each of the partnership countries and what they would class as their national dish and why they were important to each country.

Learning about the different foods the partnership countries ate had been a request of many. Pupils were then allowed the freedom to focus for the rest of the session on a specific area to do with food and national cuisine that they wanted to look at.

I wasn't presumptuous to believe that I could cover the exact interests of each pupil but by al-

lowing them the opportunity to research exactly the area they wanted to cover they were taking ownership of their learning and research.

As you saw from the video of the conference, when all the pupils involved in the project attended Worcester University a group of girls presented a cookery demonstration. The girls you saw presenting were all very hard working pupils, but were ones that would be too shy to answer or ask questions with in the class and who did not enjoy having to stand up and talk in front of their classmates during lessons.

Yet it was their idea to stand up in front of a lecture theatre filled with people they knew from school and pupils and academics from another school and the University to do a live cookery demonstration.

Of nearly 200 pupils in the year group these girls would have been low down on the list of pupils who I thought would be brave enough to volunteer for such a daunting task. It's daunting enough standing in front of a group of people and presenting as a teacher, without the added challenge of cooking too!

I am convinced that had they not taken an ownership of their learning and had the opportunity to perform at the university they would never have had the courage to stand up and present. This experience will be one of those memories that those group of girls will remember forever and I hope it gives them the confidence to take other challenges in the future rather than just hiding from the spotlight.

Professional Benefit.

Early on in the school year it was introduced to the pupils and staff that would be involved in the project and this is when pupils explained what they knew about Europe and what they would like to learn when we started to get into the project.

When I first started teaching too many years ago to admit I would occasionally ask the pupils what they would like to learn in the upcoming topic and take on their ideas and add them in where possible. However I will admit that I use less different teaching strategies the longer that I have been teaching.

In my experience you qualify with so many ideas and ways of teaching that you ultimately narrow down and become less risk averse the longer you teach I believe. However the project allowed me to open the learning to be fully tailored by the pupils as I was only drawing ideas to teach from they wanted to learn.

Subsequently it has made me question whether we teach pupils only what we believe they need to be taught rather that what they want to learn.

The project ran at the same time as the ill-fated Brexit vote (the less said about that the better) and some of the political questioning the pupils got involved in during the sessions was fantastic and really had me challenged to fulfil their need to know more. We held a referendum in school to discover how our pupils would have voted had they been able to. I am thankful to say they voted in, shame their parents didn't feel the same way! I wouldn't have considered discussing politics with 13 years olds, but here they were leading the discussions and sounding a lot more knowledgeable than those so called politicians appearing on television. This really pushed me to go out and learn more so I could stay that one step ahead of their questioning.

On the flip side, one of the most enjoyable lessons I taught the groups was a lesson I would not have picked as I did not think it would have been something they would have wanted to look at. Lots of pupils had asked to look at and play some games that are traditionally played around Europe that we don't play in the UK. Seeing groups of 13 year olds, who always try and act so

mature and grown up, enjoying playing different games together was fantastic to see: I guess we forget that while our pupils often act so mature they are still big kids at heart.

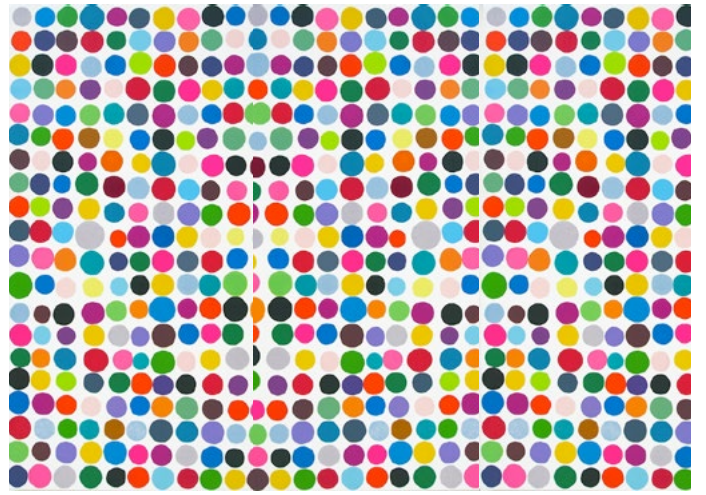
If it had not been for the children pushing the direction of their learning I would never have gone from discussing heavyweight politics to playing party games. But it worked fantastically and the really got me changing the way I think about planning again.

I particularly enjoyed working with a pupils who wanted to present and perform at the conference at the University. This allowed me to get to know the pupils better and it was great to see these pupils grow with confidence as the project went on and stand up and talk, present and dance in front of so many people.

One of the things that I really got from the whole project was the collective respect that was developed during the project. Pupils didn't feel like mere passengers in their education but felt like they were in control. We were doing it together, they had been listened to and responded by working and researching fantastically well. Where possible I will be making the extra effort to get pupils fully engaged in their learning, starting with planning through to showing their work off.

Finally in the 12 months since I have become involved in this project I have had the opportunity to reassess my planning and teaching, got to gain a whole new respect for the pupils' capacity to direct their learning, and recognised the positive benefits that come from it. I returned to the university that I attended, in fact to the very same lecture theatres that I had my lectures in, although this time I was helping lead some of the sessions. I know some that might say that the lunatic had taken over the asylum!

I have also made some valuable links within the University and it has opened my eyes to potential new career paths within teaching. And without this project, I would not have come to such a beautiful city as Warsaw and had the opportunity to present about my experiences. This is far removed from my normal day to day teaching and the experience gained from this and the whole project has been immeasurable and will benefit my teaching and the pupils learning throughout the rest of my career.



WORKSHOPS DURING THE CONFERENCE

AUSTRIAN WORKSHOP IN WARSAW, SEPTEMBER 24TH 2016

For the final conference, which was held on September 23rd 2016, my teaching team and I had the opportunity to travel to Warsaw and present our school's main project activities of „We are Europe“.

Besides visiting the beautiful city, which we all very much enjoyed, discussing the features of the project back home was our focus. We were happy to share our experiences of teaching and developing a common idea of Austria as a state itself, as many of our students have migrational backgrounds and/or face challenging circumstances within their own living situations and therefore have never been able to experience Austria as their home country.

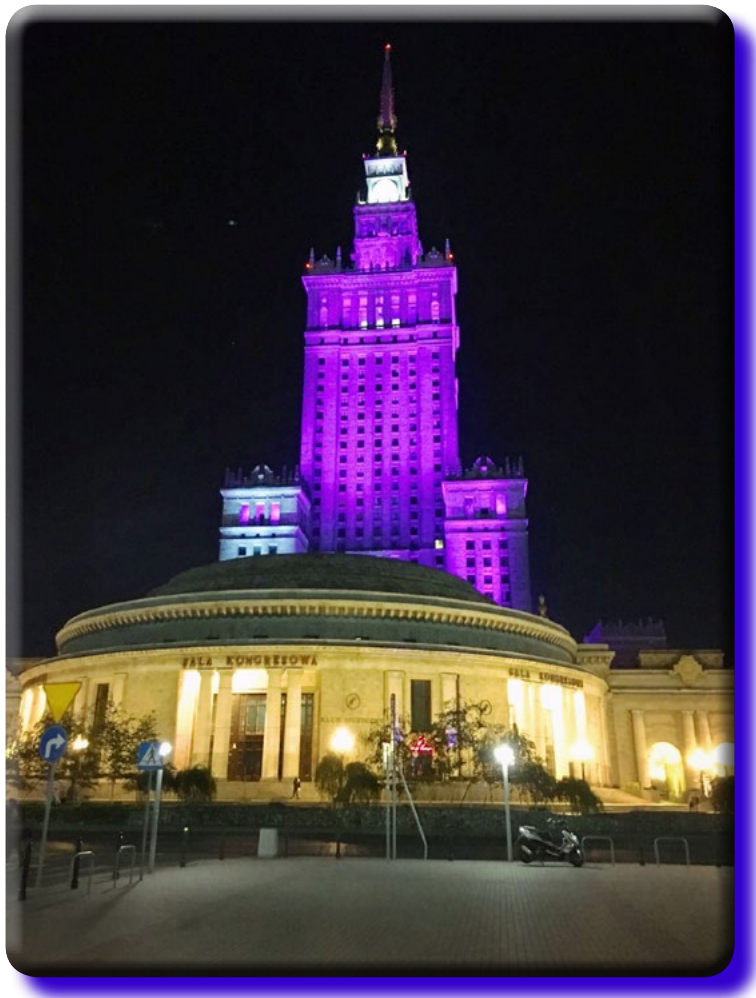
Moreover the workshop gave us some time to present the progression of „We are Europe“ at our school, test teaching material that has been developed during the project from students and teachers, chat with other students and teachers, share our thoughts on other participating countries and provide the audience with a taste from Austria (in form of chocolates). The conference participants asked us to name our favourite children books and their authors. Also, students asked us to enable a school-visit in Austria and also to receive contacts for getting in touch with Austrian students.

Summarizing, the workshop in Warsaw not only gave us time to mingle and share experiences but yet again provided us with inputs for generating new ideas regarding the project in the future.









WORKSHOPS OF POLISH STUDENTS AT THE INTERNATIONAL CONFERENCE “EUROPEAN MOSAIC”

During the International Conference “European Mosaic” the students of Gymnasium No 133 from Warsaw presented their achievements to the representatives of the partners of the We Are Europe project and the teachers and educators from various Polish cities. The presentations of the students were watched by over 30 adults. Students told how they had created their presentations, what had inspired them to choose the topic, how the team work had proceeded and what difficulties they had faced. All the students underlined that the greatest opportunity for them was the possibility to participate in the culinary and photographic workshops, funded by the project, during which the students could learn the techniques of image processing, learn in detail about the work of the photographer in different conditions, know how to organise their work in the kitchen and the secrets of preparing tasty dishes. The students chose and presented the most interesting films and presentations: a film about Warsaw, cooking sour soup, about making dumplings and several Power Point presentations on various fields of Polish culture. However the students felt very nervous, because it was their first experience of presenting in front of so many educators from Poland and abroad. However they were very satisfied and proud with their results.



ESTONIAN WORKSHOP



CHILDREN'S BOOKS INTRODUCING EUROPEAN CULTURE 1:

Lewis Carroll, ALICE'S ADVENTURES IN WONDERLAND

Tea-party at the Mad Hatter; drama; comparison of translations, art lessons





ESTONIAN TREASURES:

ESTONIAN MINERAL RESOURCES

Workshop in the Mining Museum and Kukruse Manor; art lessons

May 2016





WORKSHOP FINLAND

We-are-Europe – A Child centered education model with Storycrafting Method

Professor Dr. Liisa Karlsson (Ph.D.)

We-are-Europe was a project involving six EU countries aimed at developing and implementing a concept for innovative learning modules for 10- to 14-year-old students.

Our aim in Finland was to find out children's perspectives (Prout 2011; Karlsson 2013), through studies of the child's perspective (Karlsson 2013; Hohti & Karlsson 2014; Mayall 2008). The idea was to deepen children's interest in Europe. Methodologically, the project promoted the localized involvements of teachers and students according to what makes more sense for students to develop in their particular contexts of learning: thus, they were able to choose the activities and resources that are most interesting for them.

The aim of our project in Finland was to elicit children's knowledge. In Finland the students have had a possibility to carry out studies and then produce material related to their own countries as well as the children's and adolescents' cultures. The students also produced stories with Storycrafting method (Karlsson 2000; 2013). The main idea was to give children the floor and the opportunity to learn from each other.

Our study focused on three dimensions. First we took a look at the presentations and video presentations, developed by Finnish children. What is shown to children from other countries, what is not? Which values and attitudes are presented? Secondly, we dove deep inside the change which happened during the project, whether it is in a child's view of her/his own country and nationality, being a member of European Union or how she/he sees another nationalities in EU. The third part was the teacher's view: how did a teacher and teacher trainer experience a child-centred method in practice.

As the results of the project in Finland we found out that students enjoy working in a child-centred way where they have a complete ownership of the project, i.e. what, how, when and finally why, they are working with the project. And from a teacher's point of view, giving a lead to students is challenging yet rewarding. At the same time there was an implication that learning could be deeper with methods of children's perspectives.

Please take a look at the videos, stories and power points, which were created by children in Finland in English, French and Finnish:

* Webpage: The Finnish children produced videos and stories in English, Finnish and French: <http://snor.fi/we-are-europe/>

Reference:

Hohti, R., & Karlsson, L. (2014). Lollipop stories: Listening to children's voices in the classroom and narrative ethnographical research. *Childhood*, 21(4), 548-562.

Karlsson, L. (2000) (first ed.); (2001), (second ed.). Giving children the floor. Transition in the tradition of professional practice. (Lapsille puheenvuoro. Ammattikäytännön perinteet murroksessa). Helsinki: Edita. Tutkimuksia / Kasvatuspsykologian tutkimusyksikkö, Helsingin yliopisto

Karlsson, L. (2013). Storycrafting method - to share, participate, tell and listen in practice and research. *The European Journal of Social & Behavioural Sciences* 6: 1109–1117.

Mayall, B. (2008). Conversations with Children. In *Research with children: Perspectives and practices*, edited by Pia Christensen and Allison James, 109-124. New York, NY: Routledge.

Prout, A. (2011). Taking a step away from modernity: reconsidering the new sociology of childhood. *Global studies of childhood*, 1(1), 4–14.

Webpage: E.g. Storycrafting method, children's, adolescents and adult's produced stories: http://www.edu.helsinki.fi/lapsetkertovat/lapset/In_English/Storycrafting_method/storycrafting.html

Webpage: The Finnish children produced videos and stories in English, Finnish and France: <http://snor.fi/we-are-europe/>

WORKSHOP PORTUGAL

WORKSHOP

WAE - objectives, resources, curriculum and students' interests. How Portugal mixed it up.





Erasmus+



WE ARE EUROPE

Project Number 2014-1-AT01-KA201-001016

AGUPAMENTO DE ESCOLAS
Nuno Álvares
CASTELO BRANCO



Instituto Politécnico de Castelo Branco
Escola Superior de Educação

AENA

**a cluster of 11 schools, 2508 students
in Castelo Branco, Portugal**



This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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Escola Superior de Educação

Teacher training. Modules content overview



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The Projects The Lesson Plans

Bombombos

Nome: António Pedro Gonçalves Dias
Instituição: Agrupamento de Escolas de Viana a Nova
Tema: Instrumentos de percussão tradicional: Bombos tradicionais/ Caixa tradicional
Áreas disciplinares: Educação Musical/ Bombombos Clube de Bombos do Agrupamento de Escolas de Viana a Nova
Nº de aulas: 5x45 min

Technology is great

Nome: Ana Maria da Silva Dreno
Instituição: Escola Secundária Nuno Álvares, AENA
Tema: Technology is Great
Áreas disciplinares: Inglês
Nº de aulas: 5x45min

A Europa

Nome: Isabel Maria Leiria Falcão
Instituição: Escola Cidade de Castelo Branco
Tema: A Europa
Áreas disciplinares: Educação para a Cidadania
Nº de aulas: 4x45 min

Construção de Jogos

Nome: Teresa Maria Santos Barros Caldeira
Instituição: Escola Cidade de Castelo Branco
Tema: Construção de jogos, Melhorar o vocabulário nas diferentes línguas (português e inglês)
Áreas disciplinares: Clube Ludotecas
Nº de aulas: 50x20min

A Guerra Fria

Nome: Maria de Lurdes Casca Ribeiro Lopes
Instituição: Agrupamento de Escolas Nuno Álvares
Tema: Do Segundo após guerra aos anos 80, "A Guerra Fria"
Áreas disciplinares: História e EDC
Nº de aulas: 6x45 min

Juntos, Somos Europa

Nome: Sílvia Melchior e Sandra Lourenço
Instituição: Centro de Promoção de Leituras Serra de Sousel
Tema: Ecologia na minha escola/Terra
Áreas disciplinares: Formação Cívica
Nº de aulas: 6x45min

Educação para a cidadania, direitos e paz

Nome: Maria Duarte Pinto Castelbranco
Instituição: Agrupamento de Escolas Nuno Álvares
Tema: Educação para a Cidadania (educação para os direitos humanos, intercultural) (paz, dimensão europeia de educação)
Áreas disciplinares: Educação para a Cidadania e História
Nº de aulas: 6x45 min

Unidos pelo Chocolate

Nome: Ana Cristina Coelho Gordina Simões e Maria Fernandes Pereira Figueiredo Tavares
Instituição: Escola Básica Cidade de Castelo Branco
Tema: Unidos pelo chocolate
Áreas disciplinares: Educação Musical, Matemática e Ciências Naturais
Nº de aulas: 16x45min

O Humanismo

Nome: Maria Dulce Castro Gomes Dias
Instituição: Agrupamento de Escolas Nuno Álvares
Tema: O humanismo
Áreas disciplinares: História, Educação Visual
Nº de aulas: 4 e alguns trabalhos a realizar após o período letivo

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Projects – 4 examples

Title of the Project: Who are we?

No. of students involved: 50

Grade: 5

Age range: 10 – 12

Subject: English (with the collaboration of the Ludoletras Club)

Summary: This project was carried out with two Portuguese classes of students from grade 5 and two classes of Estonian students of grade 3. Estonia invited us to start exchanging emails and they launched the project. The students introduced themselves, talked about their main interests and asked two questions about the interests of our students and their favourite food. The Portuguese students replied and asked two other questions. They wanted to know the names of famous Estonians and the days they celebrate. They replied and asked the Portuguese students exactly the same questions.

What was done and how were the learners involved: Students worked in class. A brainstorm helped the class to decide the names of the people they wanted to include in the PowerPoint. They used different resources in order to find the pictures and the information they wanted to include about each personality. The collaboration of the students of the Club was focused on the final formatting of the PowerPoint.

Output: A PowerPoint with information about the Portuguese personalities of their choice.

Teachers involved: Teresa Cladeira

E-mail: teresa.caldeira@aenacb.pt

School website: <http://www.aenacb.pt/erasmus.html>



Title of the Project: Do you want to know our town?

No. of students involved: 15

Grade: 5 and 8

Age range: 10 – 14

Club: Ludoletras

Summary: This project was carried out with the students of the club, from grades 5 and 8. The students decided to learn more about their own town so that other students from other parts of Europe would have the opportunity to get to know it too. To do so, they decided to create a quiz and they were given the opportunity to choose the topics they wanted to explore. They chose the pictures and the resources, selected the information to be used and wrote the questions to be included in the quiz.

What was done and how were the learners involved: Students worked either individually or in pairs. They used the Internet to explore the resources of the project and to explore other resources which they found useful. As the aim of the club is to learn through games, it was decided that the outcome would be in the form of a quiz, using a PowerPoint presentation.

In the ICT room, students sat in pairs around the computers and exchanged ideas with each other, working and learning together.

Output: A quiz about Castelo Branco which was presented to the community outside the school (at the Theatre of Castelo Branco) in the club fair of AENA, which is visited by children, parents and teachers not only from AENA, but also from other schools of the area.

Teachers involved: Teresa Cladeira

E-mail: teresa.caldeira@aenacb.pt

School website: <http://www.aenacb.pt/erasmus.html>



Title of the Project: United by Chocolate

No. of students involved: 50

Grade: 5 and 8

Age range: 11 – 14

Club/Subject: Crescer com + Saúde (Grow healthier), Maths, Science and Citizenship.

Summary: This project was carried out with the students of the club (grades 5 and 8) and students of two classes of Maths and Science (grade 6).

What was done and how were the learners involved: The students of the club were asked what they wanted to learn and they all agreed to focus on chocolate. Then, they suggested different types of activities and their colleagues of grade 6 were invited to join them in this project. The partners and the aims of WAE were introduced to the students. These were given the opportunity to explore the resources of the project as well as other resources of their choice.

Organized in groups, the students selected two European countries where chocolate plays an important role in their gastronomy. The outcomes of their research were presented to the class and the teachers used that information to introduce Maths concepts such as inflation and deflation, percentages and directly proportional relationships.

Later, the students selected some European recipes containing chocolate, bought the ingredients and tested their baking skills. At the same time, in a fun way, they learned Science concepts associated with healthy and balanced eating.

Outputs: A PowerPoint presentation, a video and cakes. These outcomes were presented to the school community during Europe Day and to the community outside the school (at the Theatre of Castelo Branco) in the club fair of AENA, which is visited by children, parents and teachers not only from AENA, but also from other schools of the area.

Teachers involved: Maria Fernandes Tavares and Maria Eduarda Rosado

E-mail: maria.fernandes.tavares@aenacb.pt; eduarda.rosado@aenacb.pt

School website: <http://www.aenacb.pt/erasmus.html>



Title of the Project: Technology is Great - Room 17

No. of students involved: 60 Grade: 9 Age range: 14 – 16 Subject: English

Summary: This project was implemented with two classes of 30 students each, from grade 9, level B1 (Common European Framework of Reference for Languages). The students chose what they wanted to learn, who they wanted to work with, the resources they wanted to use as well as the way they wanted to share with others what they had learned. Their work was presented to the class and later shared with other students of the school in the first edition of *Our Conference – students learning from other students*.

What was done and how were the learners involved: : In each class students organized themselves in 10 groups of 3. Each group was given a script with some guidelines to help them work autonomously. The groups were given the opportunity to choose their topics and to explore the resources of the project as well as other resources of their choice. They had to present their work to the class and to other colleagues from school. Since the topic they were studying in English at the time was “technology”, one session was dedicated to the introduction of Aurasma, an augmented reality app and another one to Emaze, seen by many as the next generation of online presentation technology. The idea was to give the students new tools, so that they could choose what they were going to use from a wider range of possibilities. Emaze was introduced to the class by a student and it was used by some groups and by the school to share our projects with the community.

Room 17, with no smart cutting edge technology, was the place where the magic happened. Our desk top computers are old and slow and some of them wouldn't even start. The work of the students was constantly slowed down, but they never gave up and looked for other solutions. The library had laptops and they would go there and work on their own. Mobile phones are not allowed in our schools, but one day one student decided to ask if he could use his to explore the resources for the project. Of course he could. Others followed him. In Room 17 students sat in groups around the computers, and not in rows facing the front of the class as in the other rooms of the school. They exchanged ideas within the group or even with other groups, they worked together, helped each other and learned from their peers. At this level, Portuguese students are assessed in a scale from 1 to 5. At the end of the year, the average of class A increased from 3.8 in the first term to 4.3 in the third term and the average of class B increased from 3.5 in the first term to 4.0 in the third.

Outputs: PowerPoint and Emaze Presentations, oral presentations in class for the classmates and at the library for other students and teachers of the school.

Teachers involved: Ana Cravo

E-mail: ana.cravo@aenacb.pt

School website: <http://www.aenacb.pt/erasmus.html>

Branwen Bingle:



Welcome to our presentation about how the We Are Europe project was implemented in the United Kingdom. I will provide you with a brief overview and show you a film of our Children's Conference, which was the culmination of our project, before handing you over to Derval and Kenny to explain what happened in the school context.

I was very excited to be approached to take part in the project, and as a university we are always looking for ways to develop links with our local schools. Two middle schools agreed to take part: Abbey Park Middle School in Pershore joined the project in June 2015, and St John's in Bromsgrove joined in September of the same year. This meant children aged 9-13 years were involved. Both schools chose different ways of engaging with the project: Abbey Park involved the whole school, and each member of staff planned a lesson each. Pupils then chose which lessons they wanted to do over a five week period (there were a total of nine weeks on offer). In St John's, Kenny taught the majority of the project lessons through the Geography curriculum, with some involvement of other staff.

We have had an interesting time politically during the course of the project. First, in May 2015 we had a General Election, which saw a surge of support for anti-immigration policies. The Conservative Party pledged a Referendum on the UK's involvement with the EU if they were voted into government, which they duly were.

Hence, in June of this year, we had the referendum, which saw 52% of those who voted choosing to leave the EU.

The vote happened on the Thursday, was called on the Friday and on Monday 27th June we held the We Are Europe Children's Conference. Because of the difficult political landscape, and the need to avoid accusations of lobbying for a pro-EU stance, we chose to focus on the project aim to enable children to "Know yourself and be open to the difference of others".

We had a range of speakers and activities, including a keynote lecturer from Hawaii, speakers from the Dwarf Sport Association, Paul and Max from C&T (who you will hear from this afternoon) and also input from the children themselves. Here is a short film which encapsulates the day.

(Show film)

Derval Carey-Jenkins:



Throughout this presentation, I will share with colleagues the process we went through from the beginning of the project culminating in our We Are Europe project conference that you have just seen at the beginning of this presentation. It was important to find a school that was already part of our partnership and who would understand the project aims and share the same core values and beliefs. I have worked with Ali, the Assistant head before and knew that St John's school would make fantastic partners for our project. As you can see from the implementation timeline I e-mailed Ali to discuss the project and then arranged to go into school to discuss it in more detail. Ali was really supportive and her Headteacher agreed to become strategic partners. We discussed which teachers would be involved and as the school is organised more like a secondary school, it was decided that the best person to lead the project would be Kenny Hirst Head of Geography. The project started by me leading a staff meeting to share with the whole Geography team the main aims of the project. We looked at the website and all the project paperwork and agreed a timeline so that all the teachers involved could set aside curriculum time to plan and deliver their lessons. We also discussed all the ethical considerations including permission form parents for participation, photographing and videoing. I also arranged to come into school to talk to all the children in assembly and share with them the project and to ask for participants. I wanted the children to understand that they were going to be researchers and discussed what researchers were. (Powerpoint for this sent to WaE)

Over the next few weeks we got all the necessary paperwork signed and made sure that all children participating were clear about the project and their role in it. All the children completed the European quiz and

the KWL grid. Over the next few weeks these were analysed by myself and Kenny to gather and analyse the initial data. We looked for key themes and trends and identified what the content of the lessons would be. After that I went back into school to lead a second assembly where I shared the initial findings from all the information that had been gathered (Powerpoint for this sent to WaE team)

Subsequently Kenny planned and taught a series of lessons based on the key areas identified: culture, geography, sport, fashion, food, music and language. We also based our teaching methodology on the analysis of ways in which the class wanted to learn: media, project work, videos, research and taught session from Kenny. I also went into school to teach a lesson prior to the referendum on 23rd. June 2016. The class had to research all the arguments for and against “remain” and “Brexit” and then, based on this, try and convince a panel of “undecideds” which way to vote. This raised lots of interesting issues, including democracy, the rule of law, individual liberty, mutual respect, effective communication. We also discussed how politicians and the media can distort and misrepresent facts according to political preferences. On this day, unlike the actual referendum, the “Remain Vote” won the day

To celebrate all this fantastic work all the St John’s participants came to the University of Worcester for an amazing We Are Europe conference. St John’s created a fabulous gullet of posters on all the different themes they researched and created a beautiful banner of many hands united in Europe- A very fitting end to such a wonderful project.



CASE STUDIES

A CASE STUDY FROM ESTONIA

Title: Animated legends

Summary: Children learned animation techniques so as to present more well-known Estonian legends to children from other countries

What was done: In cooperation with Nukufilm's children's studio, two workshops took place. Children learned about different stages in animation as well as the requirements applied to material used for an animated film.

How the learners were involved:

The first workshop was hosted in our own classroom by an instructor and cameraman from Nukufilm's children's studio. They gave a presentation of animation techniques. The children as a group had the opportunity of working together in preparing a script as a series of pictures. Each child started a series of events the way they imagined and the others had to continue the story.

Based on a recording of the children being active, an animation was put together by using photographs, giving the children an experience in depicting movement in animation.

The second workshop took place three weeks later at Nukufilm's children's studio where a number of worktops and camera-connected computers could be used simultaneously. To make efficient use of their time at the studio, the children had to prepare all of their relevant material beforehand.

The animations were prepared as group work projects. The class was divided into four groups of five children each.

The children themselves had to choose a story to be animated. With help from the teacher, the children recalled the most well-known Estonian folk tales and studied folklore publications. Once the group selected their story, an eight-part content description was put together with help of the teacher.

Working as a group, the required background and characters were drawn within the course of a few weeks and subtitles were prepared. Each group was responsible for their own division of work. It was interesting to observe the children discuss what should be drawn and how, allocate tasks, and learn to consider each member of the group.

At the studio, the children's groups had two and a half hours each to animate the material of their story and record such animation. Text and sound effects were recorded for the animation with help of a Nukufilm instructor.

The children comment:

When we got to school in the morning we started drawing our characters right away. We drew some in each class after classwork was done.

We animated the story of 'Toell the Great' because it's awesome. We really like the book and we wanted to draw pictures that would be just as good.

It was totally exhausting to move these little parts for hours on end and keep filming. But it sure was a proud feeling once it was all done.

We had to make sure we had a grasp on what happened in the story. We all know 'Old Thomas' stands on top of the Town Hall spire but we had never actually read the story for ourselves.

A parent: *Thank you so much for organizing interesting events like this for our kids.*

Motivation and aims in this activities have been:

- Familiarize the children with animation techniques in order to enable them to express whatever they can imagine in an art form they love
- Provide an experience in cooperation
- Provide better knowledge of Estonian folk traditions/folklore and through that strengthen the children's cultural identity
- Teach the children how to consider the addressee of their creation – children from other countries must understand our work

Successes and lessons learned:

It was fascinating to watch the children understand so quickly how a storyboard – a preparatory tool for an animated film - is made; how the camera-connected computer should be used; and how tasks should be allocated within a group.

A good short animated film takes days of preparatory work, drawing of characters and background (the technique used was cut-out animation). The children were happily submerged in the activity, using every free moment in their school day to make their film.

As the actual filming time consisted of 2.5 hours of intense work due to the studios' high workload, it was evident that not everyone can work at the same pace and under the same amount of pressure.

This taught the group members to share responsibility and organize their work accordingly.

Transferability:

A similar activity can be implemented in any school; if a partner like Nukufilm's children's studio in Estonia is not available, Internet-based videos and animation-making environments can be employed.

Further information:

The source material consisted of publications of Estonian folk tales. All completed projects (four animated films) are available on the Estonian Reading Association's home page.

Location of practice:

Estonia, Estonian Reading Association, Pirita MG, grade 3, students age 9-10 years.

Author of case study Mare Mürsepp, primary school teacher, teacher of Estonian language and literature and art; contact: mare.muursepp@pmg.edu.ee

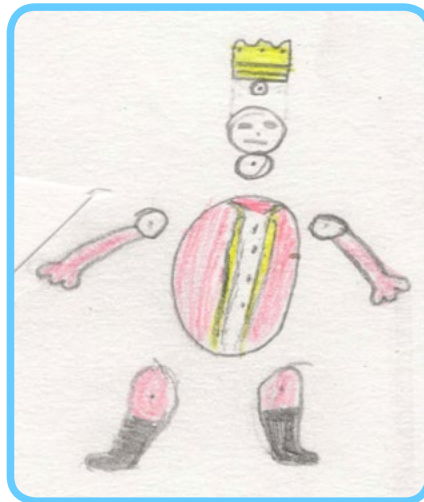
Date:

Activities were completed during April 2016.

September 14th 2016



Pupils in Nukufilm's children's studio



Details for the puppet, The King



Screen shot from the animation "Old Thomas".

A CASE STUDY FROM POLAND

WAE Case Studies – Sharing practice

This template has been designed to record and share practice, and to help other teachers consider the relevance and potential for adapting this practice for use elsewhere.

Title: Easter tradition in Great Britain and Poland.

Summary: *A comparison of Easter Tradition in Great Britain and Poland.*

What was done:

As a warm-up, students divided in groups (2-3 people) were asked to write Polish Easter Tradition as quickly as they could (as a competition). After that, all groups compared their results. In order to get accustomed to British Easter Tradition, students watched a short film on you tube, in which a teenage girl was presenting Easter and all the preparations at her home. Students also had the ability to learn about Easter in Great Britain from the webpage projectbritain.com. Next, they were doing the vocabulary tasks based on the text given by the teacher: „Easter or Snowman.” At the end of a lesson, they were asked to design a postcard to an English pen friend connected with Easter (individual or group work).

How the learners were involved:

The learners decided what they wanted to learn about.

*The students have designed a project of postcards with Easter wishes to pen friends from abroad (individual or group work)
additional document (photos)*

Motivation and aims:

The main purposes were to show the students other cultures and traditions, broaden their knowledge connected with Easter, practice the grammar structures in discussion

I expected little knowledge connected with British way of spending Easter.

It was related to the following aims and objectives of the WAE project: examine the own cultural identity; promote cultural and intercultural understanding; evolve interest in other EU countries and their cultures; promote respect for the culture, distributing knowledge and respecting the difference of others

Successes and lessons learnt:

*According to my expectations, students created the list of Polish Easter traditions quite quickly and without any problems. Writing about British customs appeared to be much harder for them. A film on you tube **Easter in Britain.avi** and information on projectbritain.com were extremely helpful and interesting.*

Transferability:

This practice is transferable in teaching other age groups of students.

It can be used by teachers from other countries but it needs some adaptations.

Further information:

Resources used from WAE: projectbritain.com (Unusual Customs and Traditions)

*Other resources: A Monthly Newsletter for Teachers of English “Easter or Snowman?” (Published by Pearson Longman, you tube: **Easter in Britain.avi**)*

Location of practice: *Poland, Gimnazjum no 133 in Warsaw, pre-intermediate (Class 1), students’ age: 12 - 13 years old*

Author *Marta Cieślak*, **contact for further information:** marta.cieslak@gmail.com

Date: *22nd March 2016*

A Case Study from Portugal

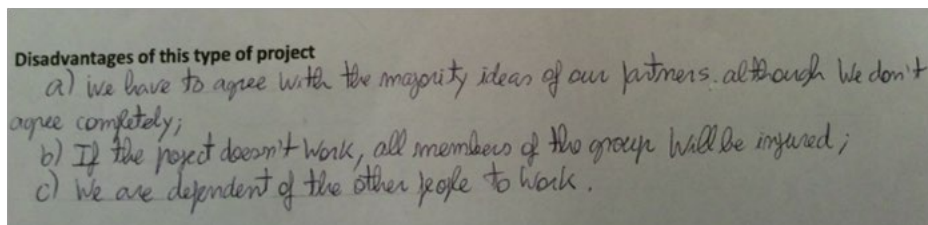
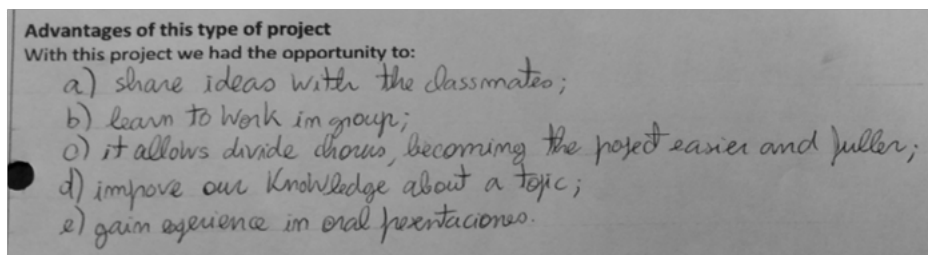
Title: Technology is Great - Room 17

Summary: This case study covers the work developed in English, with two classes of 30 students each, ages 14-16, from grade 9, level B1 (Common European Framework of Reference for Languages). The students chose what they wanted to learn, who they wanted to work with, the resources they wanted to use as well as the way they wanted to share with others what they had learned. Their work was presented to the class and later shared with other students of the school at "Our Conference - Students learning from other students."

What was done: In each class students organized themselves in 10 groups of 3. Each group was given a script with some guidelines to help them work autonomously. The groups were given the opportunity to choose their topics and to explore the wae resources as well as other resources of their choice. They had to present their work to the class and on 9th May to other colleagues at "Our Conference - Students learning from other students". Since the topic they were studying in English at the time was "technology", one session was dedicated to the introduction of Aurasma, an augmented reality app and another one to Emaze, seen as the next generation of online presentation technology. The idea was to give the students new tools, so that they could choose what they were going to use from a wider range of possibilities.

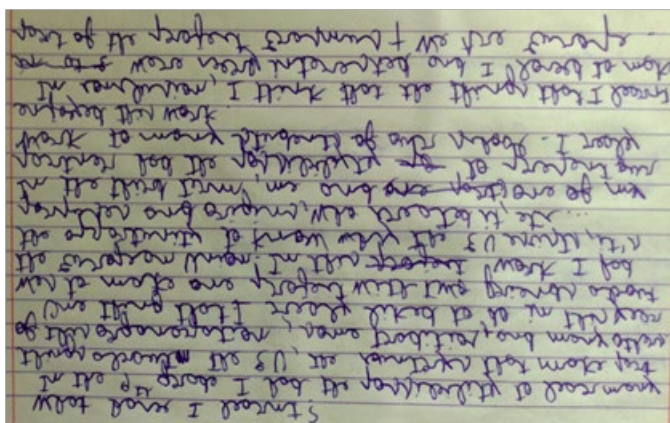
How the learners were involved: Students sat in groups around the computers in Room 17 and not in rows facing the front of the class as in the other rooms of the school. They exchanged ideas within the group or even with other groups, they worked together, helped each other and learned from their peers.

As we can see in the statements below, even when the students refer what they see as disadvantages of the project, they in fact show they are aware of the implications of working and living with other people with different opinions and points of view.



One of the students not only valued the opportunity to learn more about some of the EU countries and the EU, but also the possibility to work in group and to present his work to other students of the school.

Many students did in fact improve their communication skills in English. And it was interesting to see how attentive they all were when their colleagues (older or younger) were doing their presentations. Learning from their peers was a novelty. Many students seem to be aware of the importance of "presentation literacy" in the 21st century.



Examples of student work: PowerPoint and Emaze Presentations, oral presentations in class for the classmates and at the library, during the conference, for other students and teachers of the school.

Motivation and aims: promote cultural and intercultural understanding, evolve interest in other EU countries and their cultures; promote respect for the culture and the achievement of the others; raise awareness and increase knowledge on how to engage with multicultural societies and globalized information; prepare for professional life in inclusive societies that require intercultural skills; learn and apply learning to changing contexts of education and work that require lifelong learning, distributing knowledge and respecting the difference of others.

With this project the students had the opportunity to learn more about Europe and the European Union, in particular about the countries taking part in the project. Learning English was not an end in itself. The English language became the means to learn more about the topics of their choice and to share what they had learned with others. Collaboration, respect, cooperation, teamwork, planning, adaptability, problem-solving, self-discipline, creativity, use of technology, research, communication, presentation literacy, are only some of the countless benefits of this type of project.

Successes and lessons learnt: Among other things, it seems that the methodology used has contributed to boost students' self-confidence and to improve not only their interest towards other countries and cultures of the European Union, but also their achievement in the foreign language. Some of the students with less self-confidence when speaking in English to their colleagues have volunteered to present their work at the conference. And at the end of the year, the average of class A increased from 3.8 in the first term to 4.3 in the third, and the average of class B increased from 3.5 in the first term to 4.0 in the third (in year 9, Portuguese students are assessed in a scale from 1 to 5).

But this journey was not without some challenges. The room we used to have access to the Internet and to computers, Room 17, had no smart cutting edge technology. Our desk top computers are old and slow and some of them wouldn't even start. The work of the students was constantly slowed down, but they never gave up and looked for other solutions. The library had laptops and they would go there and work on their own. Mobile phones are not allowed in our schools, but one day one student decided to ask if he could use his to explore the resources for the project. Of course he could. And others followed him. Gadgets normally associated with disruptive behavior were being used for learning.

Transferability: This practice is transferable and can be used both with younger and older students.

Further information:

(Some of the) Resources used from WAE:

http://europa.eu/teachers-corner/pdf/europe_nutshell_pt.pdf

http://europa.eu/publications/slide-presentations/index_en.htm

http://europa.eu/teachers-corner/12_15/index_pt.htm

http://europa.eu/about-eu/countries/index_pt.htm

http://www.eurocid.pt/pls/wsd/wsdwhom0.home?p_sub=55

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/eu-geography-en/80-tr-en-2-14>

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/civic-education-en/153-tr-en-4-17>

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/176-tr-en-7-10>

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/180-tr-en-7-14>

(Examples of) Other resources:

https://en.wikipedia.org/wiki/European_Union#Competences

http://europa.eu/scadplus/constitution/objectives_en.htm

<http://www.euinside.eu/en/news/there-are-three-reasons-for-the-eu-to-exist>

<https://euobserver.com/opinion/129505>

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/eu-geography-en/80-tr-en-2-14>

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/civic-education-en/153-tr-en-4-17>

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/176-tr-en-7-10>

<http://www.we-are-europe.net/index.php/for-teachers-en/resources-en/skills-for-the-future-en/180-tr-en-7-14>

<https://www.internations.org/great-britain-expats/guide/life-in-the-uk-15510>

<http://www.englishuk.com/en/agents/english-in-the-uk/life-in-the-uk>

<http://allthingsaustria.com/austrian-customs-and-traditions/>

<http://www.portugal-live.net/UK/essential/culture-customs.html>

<http://www.portugal.net/portugal-guide/portugal-traditions.html>

<http://portugal.angloinfo.com/lifestyle/eu-factsheets-lifestyle/cultural-social-life/>

<https://www.quora.com/What-is-it-like-living-in-Portugal>

Webpage or platform where the students' work is kept: <http://www.aenacb.pt/erasmus.html> and <https://www.emaze.com/get-inspired/>

Location of practice: Portugal, Castelo Branco, AENA, Nuno Álvares Secondary School

Author of case study: Ana Cravo, English

Contact for further information: ana.cravo@aenacb.pt

Date: from January to April 2016

Termo de concordância: Concordo que esta versão seja traduzida para inglês e publicada online no sítio do projeto We Are Europe e na publicação online do mesmo projeto. Os meus alunos e os pais dos meus alunos foram informados e estão de acordo.

Nome: Ana Maria da Silva Cravo

Assinatura:

Data: Castelo Branco, 4 de julho de 2016

TWO CASE STUDIES FROM UK

WAE Case Studies – Sharing practice

This template has been designed to record and share practice, and to help other teachers consider the relevance and potential for adapting this practice for use elsewhere.

Title: *We Are Europe – Know yourself and be open to the differences of others.*

Summary: This interdisciplinary project proposes to develop a concept for, and implement, innovative teaching modules for 10- to 14-year-old students. It adopts the theoretical perspective of purposive history and interdisciplinary approaches. The modules will be devoted to specific themes, such as the concept of 'home' as national, regional and local identity, musical traditions, fashion, cooking and sports, the future educational needs and skills for the future. The idea is to deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project, and awaken and/or deepen their interest in Europe and in the European Union as an inclusive space for lifelong learning and work

What was done:

I produced a series of 60 minute lessons initially looking at how the European Union was formed and then focusing on the different features and cultures of the focus countries and other European countries. Pupils looked at both physical and human features of the focus countries and capital cities. Pupils also had the opportunity to learn some basic Polish as we are lucky to have a member of staff who is Polish. Pupils also used this opportunity to ask questions about Poland, comparing it to Britain. Pupils had the opportunity to look at the traditional food that each country classed as their national dish or dishes and had the opportunity in their Food Technology lessons to research them further and cook them. One of the lessons that the pupils enjoyed the most was when we looked at some games played by children throughout Europe. Although some of the games were aimed at children slightly younger than those being taught, all pupils enjoyed the session and were able to lead the games after taking part. The final sessions allowed the pupils to research a focus country in further depth. They could look further into a specific geographical area of their chosen country or countries or part of its history or culture. At the start of the topic pupils were asked what they would like to focus their learning on. This information was saved and handed out to the pupils as a Wordle cloud for them to use as the basis for their individual research. Pupils also made great use of the various internet links provided on the We Are Europe website. These additional resources allowed pupils to find out more information often in a fun and targeted way.

How the learners were involved:

From the onset of the project pupils were fully involved in their learning. Pupils initially stated what they knew about Europe and what they would like to learn. The information was then reviewed and then from what the pupils had requested to learn. Lessons were planned to cover as many of these areas as possible. If any areas were not covered during the teaching sessions pupils were given two lessons to research an area in greater detail at their own guided choice.

Pupils were able to record their learning in either the We Are Europe learning booklets that I produced for them or electronically in PowerPoint or Microsoft Word for example. Most lessons allowed the pupils a chance to research further the lesson objectives to given them a deeper and more personal understanding of the topic being covered.

All pupils that took part in the project had the opportunity to attend Worcester University where we shared what we had learnt with another school that had also undertaken the project. Pupils work from St John's was displayed and pupils gave talks for example about different festivals that happen in some European countries to a cookery demonstration where a European dish was made live and tasted by the audience.

Motivation and aims:

The topic allowed pupils to look towards Europe at a crucial period in British politics. Although this was a coincidence it gave them a sense of what it meant to be European and look at the similarities and differences between themselves and their European counterparts.

One of the main benefits of allowing pupils to suggest ideas and areas that they would like to learn more about is that they straightaway take ownership of their learning. By also allowing them a period of time in the lessons to personalize their own learning by having the freedom to research the lesson objectives further they are able to design their own learning further. Lastly if they had wanted to learn about a specific area that unfortunately we did not have time to cover in the lessons, they were able to spend the last two sessions researching an area that enthused them. Again this allowed them to tailor their own learning and as a result maintains their enthusiasm and desire to work better than if they were looking at a topic that they enjoyed less.

The project really challenged the pupils to look at their place and Britain's place in Europe and in what way they are similar or different to their European counterparts. The conference at Worcester University allowed them to see that they are able to go and not only travel and discover Europe but also thanks to the guest speakers; see that they are able to go and learn in and from Europe. Pupils remarked to me that they had never really seen Europe as somewhere that was accessible to them until they had undertaken the project.

Successes and lessons learnt:

Pupils being able to state what areas they would like to look at and learn works well as it allows pupils to take ownership of the learning to be undertaken. Fortunately we have the ICT capacity to allow pupils to use laptops in most of their lessons while undertaking the project to further their learning in a tailored manner. This is something that I would like to do more of in my own teaching outside of the project. Pupils also liked using the Stratar maps to see how they were linked with each other on a local basis and are looking forward to seeing how this compares with other schools that took part in Europe.

Transferability:

The information gathered by the pupils has allowed them to see Europe as an extension to Britain rather than a place with great differences. The learning and teaching would be transferable into other lessons and for future use in education and life.

Further information:

Resources used from WAE:

http://europa.eu/kids-corner/index_en.htm

http://europa.eu/kids-corner/explore_en.html

http://europa.eu/publications/slide-presentations/index_en.htm

Other resources:

See attachments

Location of practice: England, Worcester University, St John's Middle Academy, Year 8, 12-13 year old pupils.

Author of case study (teacher's name and subject taught in this context) and contact for further information:
Mr Kenny Hirst – Head of Geography

Date: 18/07/2016

WAE Case Studies – Sharing practice

This template has been designed to record and share practice, and to help other teachers consider the relevance and potential for adapting this practice for use elsewhere.

Title: *City Sports Stadiums*

Summary: Pupils were asked to look at the sports stadiums for the five countries within the project.

What was done:

L.O: Can I research and present information about a range of Sport Stadiums from a range of European countries?

Pupils were asked to create an informative slideshow using Microsoft PowerPoint, to display key facts and information about the national sports stadiums in Portugal, Estonia, Finland, Poland and Austria.

Resources:

Map of Europe, projector, computers (ICT suite), Microsoft PowerPoint, Internet, youtube clip (https://www.youtube.com/watch?v=M5OEpdVs_WM)

How the learners were involved:

Pupil led the learning

Pupils use the internet for their own research

Chose which stadium would be the focus of their PPT

Chose the content

Presented to the class at the end of the session

Motivation and aims:

Links to the curriculum:

Computing:

Pupils should “select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.” (p.218)

Geography:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.“

Successes and lessons learnt:

The lesson was enjoyed by all pupils.

If repeated I may have supplied pupils with some information sheets to help LA.

Sessions would have been more successful if longer than 45 minutes.

Transferability:

This practice would be transferable as long as the hardware and software was available. Differentiation could be determined through outcome

Further information:

Map of Europe, projector, computers (ICT suite), Microsoft PowerPoint, Internet, youtube clip (https://www.youtube.com/watch?v=M5OEpVs_WM)

Youtube clip- to engage and enthuse pupils.

Microsoft PowerPoint- to present information

Internet- to research

Location of practice: Abbey Park Middle School, Pershore, UK

Author Richard Martin- Head of Year 5 **and contact for further information:** rm@abbeyparkmiddle.worcs.sch.uk

Date: 22.9.16



INFORMATION ABOUT THE AUTHORS

Bingle Branwen

Having always been a committed mentor of students in the classroom, Branwen moved from Primary teaching into initial teacher education in 2008. Her career path to date has been anything but straightforward: she has been a supply teacher and support assistant for Service Children's Education; a basic skills tutor working with adults in the military; a private day nursery teacher working with 3 & 4 year olds; a Secondary English teacher working across KS3 and 4, including the teaching of GCSE English; and a subject leader for English in two Worcestershire Middle schools. Throughout her experience she has been driven by a passion for learning alongside a commitment to teaching that made ITE an obvious step, and Worcester has provided her with an outstanding opportunity to develop professionally. Since March 2016 Branwen has been the course leader for the BA Hons Special Educational Needs, Disabilities and Inclusion degree. She is also currently working on doctoral research into children's literature and its potential influence on professional identity construction/aspiration with the UW Graduate Research School.

Qualifications

PG level module Mentoring and Coaching: Pass (distinction) 20 credits

PGCert Learning and Teaching in HE

MA Ed Applied Linguistics

PGCert Professional Studies in Education

PGCert Social Sciences

BA Ed Hons (QTS) Drama with English

Buchner Tobias

queraum.kultur- und sozialforschung, Vienna, Austria

Currently holds a position as senior researcher at queraum cultural and social research. Buchner is member of the Austrian monitoring board of the UN-Convention on the Rights of Persons with Disabilities. His main research interests are inclusive education, learning biographies and participatory research. Before his academic career, Buchner was Head of Lebenshilfe Academy Austria, the unit responsible for staff training and innovation of Austria's largest service provider for persons with intellectual disabilities.

Burger Deborah Bed

Since 2013: Head of Division for Modern Language Projects and Programmes, and deputy head of the European Office of the Vienna Board of Education; in-service teacher trainer at the University College of Teacher Education; member of the steering group for English teaching in Viennese compulsory schooling; over 25 years of teaching experience in primary and secondary schools; international teaching experience in Bulgaria, Egypt, Japan and South Korea and in Austria for the past ten years.

Hirst Kenny

Teacher, Head of Geography and Head of Year in the St John Mid school, Bromsgrove. Teaches pupils aged 9-13 years old.

Karlsson Liisa

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www.edu.helsinki.fi/lapsetkertovat/lapset/In_English/frontpage

Education and degrees

- Doctor of Education, Ph.D./Educational psychology, Faculty of Education; University of Helsinki, Finland 17.10.2000 (Giving children the floor. Transition in the tradition of professional practice).

- Master of Education, M.Ed., Faculty of Education; University of Helsinki, Finland

Visits in several countries in universities, schools and kindergartens in all Nordic countries, European countries and in other continents (e.g. in India/ University of Kerala, college, junior high school, elementary school, Vietnam/Mekong University, elementary school, China/ kindergarten and school, USA/ New York/ Columbia University, Cuba/ elementary school and kindergarten).

Developed the postgraduate education, teaching and education I have been e.g. as:

- * The Finnish representative in the board Nordic Child Cultural Research Network, *BIN-Norden*, 1997 (financed by the Nordic Council)
- * the president of the national research group and network *Children are Telling* 2004, member since 1995 (*Children are Telling* Association and Stakes, the National Research and Development Centre for Welfare and Health)
- * The board member, deputy board member, founding member of the Finnish Society for Childhood Studies 2008
- * The president of the network *Together with Children* (Yhdessä lasten kanssa –valtakunnallinen osallisuusverkosto) (The Mannerheim League for Child Welfare)
- * Leaders of the networks the *Nordic and Finnish Storyride* (Satukeikka, National Research and Development Centre for Welfare and Health (STAKES) and the Nordic Council) 1995-1997

International research projects

- *Cultural Children of Europe, Art and culture in the daily lives of 0-8 year-old children*, A development- and research project with Nordic and European dimensions; Kulturkontakt Nord (under the Nordic Council of Ministers), 2015-2017
- *Nordic Childhoods in Transformation - Methodology for new understandings* [Nordisk barndom i endring - metodologi for nye barndomsforståelser], Nordplus-project 2015
- *We are Europe*, European research and develop project, EU-project Erasmus+ 2014-2016
- The Norwegian research project "*Preschool as an arena for cultural formation*" ("*Barnehagen som danningsarena - Studier av barns meningsskapling, undervisningspraksis og vilkår*") (Leading team: Professor Thorolf Krüger & Associate Professor Elin Eriksen Ødegaard), Member of the Scientific Counselling Committee (vitenskapelig rådgivningskomite) 2009-2013
- *Nordic Storyride –Pohjoismainen Satukeikka* The Nordic research and develop project, Stakes, the National Research and Development Centre for Welfare and Health 1996-1998

Morgado Margarida

completed her Master and PhD degrees in English Literature at Lisbon University, Portugal. She is Coordinating Professor of English Cultural Studies at Castelo Branco Polytechnic Institute at the Social Sciences and Humanities Department since 1995.

She has been the Director of the Language and Culture Centre at the School of Education of the Castelo Branco Polytechnic Institute since 2006. She was a co-founder of the ReCLES association (Association of Language Centres in Higher Education) in Portugal, affiliated into the European CERCLES association.

She has coordinated many applied research projects in the areas of Foreign Language Learning and Teaching and Intercultural Education. Her research initially focused on cultural constructions of the child and childhood in literature and now encompasses English Foreign Language Teaching, Content and Language Integrated Learning, Intercultural Education and Children's fiction. She has wide expertise in international European projects on all these research areas (i.e. EPBC and ESET, BARFIE, EDMReporter, EUMOF, ALPHAEU, SCHOOL SAFETY NET, BOYS' READING, AQUA NARRABILIS, WE ARE EUROPE, ICCAGE, LiRe2.0, CLIL for CHILDREN). She has published many articles and research papers in these areas.

She has acted as evaluator for research projects in the Humanities and Social Sciences area for the European Science Foundation (ESF) and she has acted as peer reviewer for the following journals: *EJTE European Journal of Teacher Education*, *Educare/Educere*, *Children's Literature in English Language Education* (e-journal) and the *CERCLES International Journal*, *Language Learning in Higher Education*, The Journal of the Confederation of Language Centres in Higher Education. She has been on the scientific committee and organization of several International conferences, such as those of the "Red de Universidades Lectoras", jointly with Iberian and South-American universities, and those of the Culture and Power series with the University of Lisbon and several other Portuguese institutions, as well as on the above mentioned project international conferences.

Her first language is Portuguese and she also speaks English, Spanish, French, and German. Among her international publications in the area of languages, language teaching and language policies, she has published:

Morgado, M. (2011). Tools for Mobility: mobility across and within linguistic, cultural and national borders. Report on the PluriMobil - Mobility programmes for plurilingual and intercultural education - Tools for language teachers workshop (ECML, 2011), CERCLES Bulletin.

Livingston, K., McCall, J. and Morgado, M. (2009) Teacher Educators as Researchers. In: *Becoming a Teacher Educator. Theory and Practice for Teacher Educators*. Eds. A. Swennen and M. van der Klink. Springer Science + Business Media B.V. 191-204.

Piipponen Oona

Primary School Teacher, International School, Brussels M.A.

Doctoral Student at the University of Eastern Finland

Ratcheva Lilia

Project manager for the Institute for Children's Literature in Vienna, Austria.

Of Bulgarian origin, since 1996 she has developed and participated in ten major European projects on intercultural education and communication, as well as on reading promotion, based on literature for children.

She was an editor of Bookbird, the international journal on children's literature (2000–2004), member of the Andersen Award International Jury (1996, 1998) and member (1987, 1990) and president of the Janusz Korczak International Jury (1998, 2000). Besides fiction for children, her publications include numerous research articles on various aspects of literature for children and young people.

Sutton Paul PhD

Applied Theatre Practitioner, Theatre and Digital Media Director

Teacher & University Lecturer, Researcher and Academic, Arts Manager and Consultant

Founder and Artistic Director of the Theatre Company, C&T: University of Worcester

Education:

2007: NOCN Arts And Business – training The Artist

2007: Arts Award Assessor, Trinity Guildhall

2006: PhD Drama: University of Kent UK

2001: NVQ Assessor (D32/D33)

1987: PGCE Secondary Drama: Bretton Hall College of HE, UK

1986: BA (Hons) English & Drama, Worcester College of HE UK

1979-82: Mcentee Sr High School, Waltham Forest College,

London E17 (7 O Levels, 2 A Levels)

Employment:

Founder and Artistic Director of the Theatre Company, C&T:

University of Worcester, Henwick Grove, Worcester WR2 6AJ UK.

Tel: +441905 855436.

Work with C&T includes

- 25 years experience as an Applied Theatre practitioner and drama teacher with children, young people, communities, and disabled people
- Director of numerous theatre productions both touring, site specific and in theatres
- An international reputation for theatre work mixing drama, learning and digital media including web-based projects such as the livingnewspaper.com, Stratar.net, 2ndFolio.net, wisdomofcrowds.info.
- Academic and author including chapters in books such as Drama, Education & Technology, and Drama and Social Justice, and journals for Research in Drama Education and Teaching English.
- Work includes projects for The BBC, The British Film Institute, Belgrade Theatre, Leicester Haymarket, National Association of Youth Theatres and the University of Kent, University of Chester, University of Jyvaskyla, Finland.
- Extensive experience as an Arts, Education and Arts Management
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- 1996- Lecturer in Drama (p/t) University of Worcester: TIE, Theatre & Disability, Theatre Management, Devising, and Digital Media
- 1995-97: Drama Teacher (p/t), John Masefield High School, Ledbury, Herefordshire
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