

## EUROPEAN DEVELOPMENT PLANNING

The Comprehensive Institute "Quartieri Nuovi" of Ancona, in compliance with Law 107 of 2015, in its Three-Year Training Offer Plan defines a series of priority training objectives, among which the following ones stand out:

1. promotion and enhancement of language skills, with particular reference to Italian as well as to English and other languages of the European Union, with a view to providing an increasingly widespread use of the "Content Language Integrated Learning" methodology at primary and lower secondary schools.
2. development of skills in matters of active and democratic citizenship through the enhancement of intercultural education and peace, respect for differences and dialogue among cultures, (...);
3. development of responsible behaviors inspired to knowledge and respect for legality, environmental sustainability, landscape assets, heritage and cultural activities;
4. development of students' digital skills, with particular regard to computational thinking, the critical and conscious use of social networks and media;
5. strengthening of laboratory methods and laboratory activities;
6. prevention and contrast of early school leaving, any form of discrimination and bullying, including cyberbullying; strengthening of school inclusion and the right to study of pupils with special educational needs (...).

## OUR BACKGROUND

Our Institute has activated numerous projects to pursue specific objectives such as:

- the attainment of language skills, with the introduction of extra-curricular courses for KET, DELF and DELE language certifications, the introduction of the native English speaker for primary and secondary school, the use of the CLIL methodology in primary and the study of English starting from the kindergarten;
- the development of skills in a European and inclusive key, with the creation of training courses for all teachers and attention to active citizenship with legality and environmental sustainability projects, which - over the years- have led to the achievement of awards in local, national and European context ("I decorate Ancona, and you?" Award, The Ship of legality, Eco-schools Green Flag);
- the development of digital skills for which PON funds have been invested aimed at the purchase of technological tools and equipment and for the organization of refresher courses for pupils, teachers and parents.

The planning of our Institute is therefore solid, but it would be boosted by an internationalization plan.

## THE MOTIVATION OF THE PLAN

Previously our school had already started this path, with twinning between schools ("Town twinning" project), teacher mobility (LLP) and exchanges of primary school pupils (Finland, Romania), but mostly these were sporadic initiatives carried out by individual teachers who were particularly sensitive and motivated.

From a monitoring carried out, however, we have collected the interest of 50% of teachers in Erasmus + initiatives, so we believe we have fertile ground to start a multi-year European project, capable of providing

material, experiences and, above all, enthusiasm for half of the colleagues still reticent, as the opportunities for cultural, civil and democratic exchange and growth through the Erasmus + and e-Twinning projects can be the basis for the development of a process of personal and professional improvement, of training and continuous enrichment of each teacher.

Having a real interlocutor with whom you are forced to speak in another language is one of the most powerful motivations to learn, proposing reality tasks includes all students, because everyone, even if at a disadvantage or disabled, has their own contribution to be made and is enhanced. This aspect is a weapon against school dropout, deviance, bullying.

Working in a European context is certainly an element of prestige for our Institute, so we intend to undertake an organic and structured multi-year project that leads to progressively increasing the number of staff and students involved. This last point becomes fundamental for our catchment area, in which a fair percentage comes from a medium-low socio-economic level. For some of our pupils, school mobility is the only way out of the national context. Coming into contact with a different reality, with different habits and realizing that there are other equally valid lifestyles allows you to broaden your cultural horizons, to contextualize the solutions adopted and to start the creation of a common European awareness. It is also the way to make children and their families aware of the possibilities that Europe offers, so that those in less advantageous economic conditions can raise their ambitions and seize training opportunities that would otherwise be precluded. Finally, it is an ideal opportunity to implement the plan horizontally with the local, national and European territory. To ensure adequate funding for our goal, we will present the application for the 2021-2027 Mobility Accreditation.

## TARGETS

Plan actions with partner schools in a shared perspective in the name of dialogue and constructive confrontation, both internally and with other realities, in order to:

### **1) Increase ICT use and their accessibility to users;**

- a) offer digital training aimed at making teachers acquire specific skills, related to the use of available tools and resources, and declining them in teaching practice;
- b) give them the opportunity to compare different realities in a European dimension;
- c) equip schools and the most disadvantaged users with adequate tools;
- d) teach pupils to access information, process it, share it safely.

### **2) Develop the language skills of staff and pupils and encourage training with partner schools in Europe;**

- a) offer language training to increase the percentage of teachers with basic language skills in at least a L2;
- b) activate refresher courses in English at various levels;
- c) deepen the CLIL methodology

3) Develop key skills through laboratory and innovative teaching and evaluate them through specific evaluation rubrics.

- a) offer up-to-date training from a scientific, disciplinary, methodological and evaluation point of view;

- b) open up to a European confrontation;
- c) implement the planning on the key competences of global citizenship starting from the Vertical Curriculum of the Institute;
- d) implement a research laboratory teaching and active learning construction to enhance life skills

## ACTIVITY PLANNING

The institute plans to develop training that, gradually, prepares teachers to accompany their students in the process of acquiring and consolidating digital and linguistic skills that can actively encourage the creative process. It is a five-year course and, in our forecasts, it will be structured in such a way to allow teachers to have, year after year, increasingly complex and ambitious tools and knowledge, within a path of comparison and collaboration with European partners.

In detail, we intend to start with the involvement of a small group of teachers and classes in the e-Twinning project and with the mobility of 2 teachers. Participation in mobility will be progressively extended to include, presumably from the third year, increasingly consistent groups of students (from 10 to 20, compatibly with the resources available).

First year: basic training of teaching staff on the use and management of programs for the collection, processing and dissemination of data, production of graphs and tables. This training will foster the e-Twinning activities that the institute is launching with European partners on the issues of environmental sustainability and recycling, allowing us to manage and share information and data collected, and then start debate activities between our students and those of the partner schools.

Second year: training of teaching staff on programs intended to creative teaching (eg. Book creator, Scratch, to encourage Storytelling; Publisher for the creation of a school newspaper) and production of authentic material that can be translated, shared, exchanged and discussed in debate activities, which can also be extended to new partners, starting from those already consolidated.

Third year: training of teaching staff on the use of the 3D printer (which we already have) and making activities. We plan to create authentic products, which can be designed with European partners starting from a common theme that can be developed in a subjective and creative way. The realization will be documented with videos and will be an opportunity to organize meetings during which it will be possible to reflect on the theme of the diversity of styles, using the e-Twinning platform. In anticipation of a mobility, we may also provide a four-handed authentic products with the host organizations.

Fourth year: training of teaching staff on augmented reality and gamification. Starting from the latter, we plan to create a game with educational purposes in collaboration with European partners, in order to share a common strategy, but declined in different languages. Also in this case, mobility could allow us to start an implementation in direct contact with the participating organizations, after planning on the e-Twinning platform.

Fifth year: training of teaching staff on the TEAL teaching methodology, with hypothesis of job-shadowing activities at a host organization that has already experimented and successfully launched the methodology. The training will allow us to develop an experiment lasting a few months. It will continue to involve the host organization, with which we will constantly share impressions, doubts and outcomes.

Our institute plans to dedicate the first two years to language training, in order to adequately prepare the staff for a possible mobility path (for students only starting from the third year). We foresee training

activities in English (level B1) to be organized in collaboration with partner countries and, if possible, also in Spanish and French (level A1 / A2), to be started in collaboration or in total autonomy.

The activity scheduling above isn't certain but simply estimated and it is adapted to contingent needs, since we assume that we can update the annual planning according to the needs of our institute.

## MONITORING

Any initiative with European partners will include:

- a specific initial assessment of knowledge and expectations;
- an ongoing monitoring through means of direct communication with the representatives and the e-Twinning platform, where materials and experiences in real time or multimedia products developed collaboratively can be shared;
- a final assessment of the knowledge and skills acquired, also with the production of authentic materials and testimonies;
- a satisfaction questionnaire on Google Form for pupils and teachers, to express impressions, suggestions and criticisms;
- a final evaluation at the end of the project with the creation of a final report of the experience and / or training / teaching activity and a comparison with the progress of the students' academic results compared to the previous period;
- a sharing of the results obtained in the Institute and online.

Finally, the institute will encourage the achievement of a certification of the skills acquired.

A certificate will be provided by our Institute indicating the activity carried out and any mobility, for both teachers and students.

## CONSIDERATIONS WITH REFERENCE TO THE COVID EMERGENCY

Due to the ongoing epidemiological emergency, it is very likely that the start of mobility will have to be postponed. In this case, online initiatives will be strengthened and digital will become the priority means, as well as the aim of training. The courses will be a "learning by doing".

In the meantime, pupils and teachers will implement the use of the e-Twinning platform, to start virtual twinning on projects shared with European partners.

## CONCLUSIONS

Based on the priorities derived from the PTOF and the constant reflection on the potential and criticality of our action on the territory, we recognize the need to strengthen:

- The language skills of teachers of EU languages and other disciplines, in order to improve the learning levels of pupils, both through the curricular teaching of EU languages, and through a future shared approach to the CLIL method;
- Digital skills in pupils of all school levels, starting with specific teacher training;
- Citizenship skills in a European key, focusing on active and laboratory teaching and elaborating specific evaluation rubrics.

Therefore we believe it is necessary to open our institute to a European dimension to:

- enable our students to learn about Europe better (history, institutions, traditions, lifestyles), and prepare them to study, live and work in an international environment by helping them to develop basic, linguistic and interpersonal skills, in a 'Lifelong learning optics';
- promote an active global citizenship in each person, with his or her original contribution shared with the other, to help an inclusive and supportive society;
- promote an international dimension of teaching-learning in the perspective of virtual and physical exchanges of good practices with schools in other countries (key action 1 or job-shadowing projects) and strengthen the quality of teaching by encouraging the use of methodologies and active and innovative teaching approaches (cooperative learning, experiential learning, team working, CLIL, laboratory teaching, etc.);
- to increase the motivation of teachers and learners by preventing early school leaving and dropping out and to improve student results in the subsequent course of study;
- encourage and intensify the transversal use of the e-Twinning platform, in order to collaborate with other schools to start online activities that involve pupils and teachers, share ideas and materials, create interpersonal relationships that could last over time and lead to the development of a network of relationships.