INTELLECTUAL OUTPUT NO O1

PEDAGOGICAL KIT/MODEL

GUIDELINES FOR ELABORATION



## RATIONALE FOR THE OUTPUT

* *Project application form – pages 47-49*

|  |  |
| --- | --- |
| OUTPUT IDENTIFICATION | 01 |
| OUTPUT TITLE | **PEDAGOGICAL KIT/MODEL** |
| OUTPUT DESCRIPTION | Education and training systems often do not provide sufficient targeted support for pupils to cope with emotional, social or educational difficulties and to remain in education and training. Responding to the different learning styles of pupils and addressing the variable needs of mixed ability groups of students is an essential challenge for education.  On the basis of these considerations, LIKE Project wants to develop and disseminate an innovative pedagogic method, based on the centrality of pupils and of their emotional needs and requests, aiming to prevent and/or to face the early school leaving phenomenon.  The pedagogic model will be developed in relation with the following needs:  - it’s necessary to take into the appropriate account the pupils’ emotional dimension, with particular regard to pupils at risk of dropping out;  - it’s necessary to increase the awareness of boys and girls on their talents, to make them protagonists of their lives and active creators of their future;  - it’s necessary to make school not only an educational environment, but also a life environment, a community in which pupils could share with mates and teachers their problems and needs.  The pedagogical model will be developed as follows:  - identification of specific emotional skills to be transfer to pupils within the scholastic curricula;  - in relation to the identified skills, identification and description of contents, tools and methods to teach these skills to pupils (didactic contents, didactic materials – both traditional and ICT based, innovative and participative methods, such as peer learning, informal learning, mentoring, counselling) in collaboration with teachers of schools selected.  The aim is to develop an unique pattern flexible enough to be adapted to the specific context and conditions of the different regions, schools and individual situations. |
| PLEASE DESCRIBE THE DIVISION OF WORK, THE TASKS LEADING TO THE PRODUCTION OF THE INTELLECTUAL OUTPUT AND THE APPLIED METHODOLOGY | Contents and methodologies related to the proposed pedagogical model will be differentiated in relation to the studies they will be implemented, related to different schools, teachers and countries involved in the output production.  The pedagogical model will be then made in collaboration with 18 teachers (3 teachers for each participating country, all in primary schools) through the organization of a common work. In each project country will be identified a lead partner guiding the output production in collaboration with other partners and selected teachers.  After the pedagogical model will be validated as a whole in a campus with all partners and teacher who collaborated to pedagogical model production (see G.2)  This methodology will allow partners to:  - evaluate the model with expert operators,  - have data and information to make possible changes and integrations,  - have a first group of trained and experienced people to later test the pedagogic model on pupils,  - have a first group of trained operators to become future trainers of trainers, in a cascade process that will be implemented within each participating country.  This methodology will produce an output mixing international experiences, of schools and trainers involved. The output produced will be more flexible and transferable in other territorial contexts |
| START DATE | 01.11.2017 |
| END DATE | 31.10.2018 |
| LANGUAGES | ENGLISH |
| MEDIA(S) | PUBLICATIONS |
| ACTIVITY LEADING ORGANISATION | **WYZSZA SZKOLA BIZNESU I NAUK O ZDROWIU** |
| PARTICIPATING ORGANISATIONS | JUNIOR ACHIEVEMENT MAGYARORSZAG |
| ARTES SRL |
| TIBER UMBRIA COMETT EDUCATION PROGRAMME |
| TATICS GROUP S.P.A |
| INSTITUTE FOR TRAINING OF PERSONNEL IN INTERNATIONAL ORGANIZATIONS |
| ASOCIACION CULTURAL EUROACCION MURCIA |
| AEVA – ASSOCIACAO PARA A EDUCACAO EVALORICACAO DA REGIO DE AVEIRO |
| REGIONALEN INSPEKTORAT PO OBRAZOVANIETO BLAGOEVGRAD |

## PROPOSED LIST OF CONTENT ALONG WITH RESPONSIBLE PARTNERS

Activity leading organisation – WSBiNoZ - has proposed list of the content for the needs of the **Pedagogical Kit/Model** to be developed during the realisation of the intellectual output no 01.   
**To prepare this some factors have been taken into the account, namely:**

* project goals and aims;
* scope and requirements of the succeeding project tasks;
* partners’ expertise and competences;
* needs of the project target groups (thanks to the realisation of the similar projects);
* SWOT analysis of the partners’ achievements in the previous project;

**Each partner is responsible for elaboration of a given chapter** belonging to the theoretical part of the Model and/or practical activities to be included in the Toolkit.

Except responsible partner each chapter should be assessed by **evaluation partner** whose responsibility is to evaluate work done before its final submission to the activity leading partner.

Activity leading partner is responsible for final assessment of the whole material and elaboration of required integrated document.

Partners are asked for feedback on proposed content taking into account the good of whole initiative.

Please being in touch if only face any difficulties or have doubts to solve.



|  |  |  |
| --- | --- | --- |
| 1. DESCRIPTION OF THE PROJECT | | *1 or 2 pages* |
| Responsible partner: | TUCEP | |
| Evaluation partner: | ITPIO | |
| Content:  *Overall description of the partnership, project’s aims and goals, rationale for the project;*  *In general: who we are, what we do and why* | | |
| 1. AIMS AND OBJECTIVES OF THE MODEL | | *2 or 3 pages* |
| Responsible partner: | WSBINOZ | |
| Evaluation partner: | ARTES | |
| Content:   * *What are the aims of the publication* * *How to use the Manual* * *Life skills which should be developed starting from early childhood* * *List of the life skills in further section of the guidelines* | | |
| 1. PROBLEM OF ESL IN THE PARTNER COUNTRIES | | *Up to 4 pages* |
| Responsible partner: | JAH | |
| Evaluation partner: | AEVA | |
| Content:  *Updated statistics regarding early school leaving taking into account situation of Hungary and Portugal which weren’t involved in the previous project (possible source: Eurostat). Each partner is asked for checking the national data on this topic and its provision to the responsible partner. Collection of these data should be coordinated by JAH. Advisable some short comments regarding ESL in the project countries – interesting facts, obstacles and others.* | | |
| 1. WARNING SIGNALS OF DROPPING OUT FROM SCHOOL | | *Infographic* |
| Responsible partner: | WSBINOZ in cooperation with TATICS | |
| Evaluation partner: | EUROACCION | |
| Content:  *Collection of symptoms observed in the early childhood which might lead to dropping out from school. Visual information elaborated in a nice form for quick review for readers.* | | |
| 1. EMOTIONAL AND MENTAL DEVELOPMENT OF CHILDREN AT AGE OF 6-10 | | *Up to 6 pages* |
| Responsible partner: | ARTES | |
| Evaluation partner: | ITPIO | |
| Suggested areas:   * *How child thinks* * *Learning abilities and learning styles* * *Mental and psychological development* * *Social development*   *Some up to date information for teachers to refresh their knowledge and aware on the pupils’ needs and capabilities.* | | |
| 1. PRACTICAL TOOLKIT | | |
| 1. How to work with pupils   *List of activities to be able to implement in everyday work of teachers,*  *Each partner should deliver 3 practices providing following data:*   * *Title* * *Objectives (life skills to be developed)* * *Suggested age group (three groups: 6-7, 8-9 and10-11)* * *When to implement the practice during learning process* * *Methodology (ex. drama, art activity, Edward’s de Bono’s methods…)* * *Form of work (individual, in pairs, in groups, whole class)* * *Needed materials* * *Description of the activity* * *Evaluation of the activity/practice* * *Comments for implementation (to be added after piloting)* * *Illustrations (if you have it)*   *Please think about different activities for different age groups, each partner should try to deliver 3 practices, one per each age group (6-7, 8-9 and10-11) – please give me a feedback if it is a good idea.*  *Activities should be able to implement in the school environment, please think also about such things which are possible to implement every day, for example: some exercises useful for opening the day, integration of a class, evaluation of the day in a school, management of conflicts and so on.* | | |
| 1. How to work with parents   *List of practices to be used with parents (so-called management of parents)*  *Each partner should deliver 2 practices.*  *Suggestions:*   * *Case studies of difficult situations which might happen at school* * *Examples of dialogues (including some communicational tips)* * *Management of conflicts* * *Mediation and negotiation* * *Planning of common work* * *How to involve parents in a school life* * *Assertiveness of a teacher vs empathy* * *(Maybe) a plan of educational lesson with parents*   *Please provide following data:*   * *Area and objectives* * *Methodology/Techniques* * *Short theoretical background if needed* * *Description* * *Evaluation of the practice* * *Comments for implementation if possible* * *Other useful resources which might help and to be checked if somebody is interested in the given topic(links and others)* | | |

## LIFE SKILLS SET

|  |  |
| --- | --- |
| Planning skills | Changing habits of thinking, changing beliefs |
| Motivation to act (e.x. learning) | Emotional intelligence, empathy |
| Organisational skills | Entrepreneurship |
| Ability to relax and rest | Assertiveness |
| Coping with stress | Conflicts management |
| Effective learning | Interpersonal communication |
| Creativity and creative thinking | Teamwork |
| Independent and critical thinking | Personal culture |

Please note that probably particular activity may affect on several skills, e.x. *ability to relax* will be combined with *coping with stress* or *interpersonal communication* can go with *teamwork* and *personal culture*.

If you have another idea on life skills to be introduced in the list, please inform whole partnership.

**Our suggestions:**

**Please consider *entrepreneurial skills* as very needed in the modern society and not developed in our previous project.**

**Please think about our target age, some fun and games would be beneficial.**

After collection of all activities, leading organisation will prepare a table with the list of activities and affected life skills to be incorporated as an index to the Manual.

**Example:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Organisational skills | Motivation | Teamwork… | Age group | Page |
| No 1 - title | **X** |  |  |  |  |
| No 2 - title |  | **X** | **X** |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* *Final layout to be determined yet*

## TEMPLATE FOR PRACTICE WITH PUPILS

TITLE:

OBJECTIVES: SUGGESTED AGE GROUP:

1.   
 2.

WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

(integration of a class, starting a lesson/day, evaluation of a day, additional activity, common routine, in case of unexpected situation…)

METHODOLOGY:

(drama, art activity, Edward de Bono’s methods…)

FORM OF WORK:

(individual, in pairs, in groups, whole class)

NEEDED MATERIALS:

DESCRIPTION OF THE ACTIVITY:

HOW TO EVALUATE THE ACTIVITY:

COMMENTS FOR IMPLEMENTATION (if possible) – can be gathered after piloting period

* **Please add additional materials if needed, such as: schemes, templates or sth else if your activity requires it.**
* **Please add illustration if you have it. It can help to understand your idea   
  by readers.**

## TEMPLATE FOR PRACTICE WITH PARENTS

TITLE:

AREA (OBJECTIVES):

1.  
2.

THEORETICAL BACKGROUD (if needed):

DESCRIPTION:

EVALUATION OF THE PRACTICE:

COMMENTS FOR IMPLEMENTATION (if possible):

OTHER USEFUL RESOURCES (e.x links where you can find more information on the given topic):

* **Please add additional materials if needed, such as: schemes, templates, pictures or sth else if your practice requires it.**
* **Please add illustration if you have it. It can help to understand your idea by readers**
* **In case of practice with parents, please read carefully all of our suggestions on page 6; if you are going to develop given topic, please inform the leading partner before you start writing to prevent situation of very similar practice to be elaborated by more than one partner.**
* **There can be situation that provided template won’t fit to your practice. Give us a sign on this. We can make some changes together.**

## INVOLVEMENT OF TEACHERS

Each country needs to involve in IO1 at least **3 teachers of primary schools.** There is no requirement on the given profile of a teacher in such terms like: years of experience, educational background or leading subjects. The only thing we need to care of is their involvement and engagement in the project. The most preferable situation is to involve the same teachers in the process of elaboration of Manual, piloting as well as survey research. If it is not possible (due to different things which may happen during project lifetime), we can also manage such situation.

Each country needs to conduct **8 meetings** with their teachers throughout the whole cycle of manual progression. Even if the IO1 is going to be ended by December 2018 (on the basis on the project application) we need to consider that in fact this process will last almost to the end of the project as we need to conduct the piloting and after this elaborate final version of the Manual. **That’s why our meetings can last longer than application has foreseen what will be reasonable due to the project goals and objectives.**

**Meetings can be organised in a different form, e.x:**

* Face to face meetings
* Skype call
* Phone calls

Just please note the dates of your interactions!

Of course, you can organise more meetings but only 8 meetings must be reported (it is going to be checked).

To prove the meetings, you will need to have all set of signatures of teachers involved in the IO1 along with the name of school in which they teach as well as short reports with conslusions.

Please note that this meetings are for the needs of IO1 so for the development of Manual not piloting itself. This task will be coordinated by Euroaccion in the further steps of the project.

It would be good to translate elaborated Manual into partner languages to strengthen local dissemination and foster cooperation with teachers. When each partner will do it depends on your will and decision of the coordinator. In our opinion, you have time till the end of the project.

## TEMPLATE FOR TEACHERS INVOLVEMENT

LOGO OF LOGO OF YOUR

THE PROJECT THE ERASMUS + LOGO

We, (name of the partner) hereby declare that during the process of implementation   
of the intellectual output no 01 in frame of the project LIFE – Life Skills For Improving Primary School Environment (project number: 2017-I-HU01-KA201-035988), co-funded by the programme Erasmus + School Education, we have cooperated with following teachers what   
is proved by their signatures and commitment in the developed materials:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Surname | School | Mail | Signature |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

……………………………………………………

signature of the legal representative, date, place

(stamp of the institution)

## TEMPLATE FOR MEETINGS REPORTS

LOGO OF LOGO OF YOUR

THE PROJECT THE ERASMUS + LOGO

DATE OF THE MEETING:

PARTICIPANTS:

FORM OF THE MEETING:

(phone call, face to face meetings, online discussions, letter, post pigeon and whatever … ;)

AIM OF THE MEETING:

1. General scope of the model and the project objectives.
2. Sharing ideas for the model development (cooperation in the field of merit-related issues).
3. Evaluation of the content for which given partner is responsible.
4. General evaluation of the whole material.
5. Amendments and other issues.

CONCLUSIONS:

## TECHNICAL REMARKS

Use *Calibri* font, size *11* for general writing.

If you need add any bibliography, please to do so. Take a look in a guide for formatting a bibliography attached to this file.

Suggested number of page is only a suggested number of page so if you write less or more will be ok (just please don’t make a whole book from one chapter. Anyway, it will be quite huge handbook considering all the practices gathered together).

## DEADLINES

And last but not least…

|  |  |  |
| --- | --- | --- |
| WHAT | WHO | WHEN |
| Sending the guidelines for IO1 | **WSBINOZ** | 18-22.06.2018 |
| Answering important questions regarding involvement of teachers (financial issues) | **JAH** | 18-22.06.2018 |
| Feedback regarding templates | **ALL PARTNERS** | 25-29.06.2018 |
| Elaboration of the theoretical part | **ALL PARTNERS** | 02-20.07.2018 |
| Final version of the theoretical part | **WSBINOZ** | 23.07-03.08.2018 |
| Practical Toolkit | **ALL PARTNERS** | 12.09-30.10.2018 |
| Final version of the not-tested Manual | **WSBINOZ** | 01-30.11.2018 |
| Meetings with teachers | **ALL PARTNERS** | 12.09-till the end of testing |
| Checking the progress of the meetings with teachers | | |
| * First checking | **WSBINOZ** | 30.11.2018 |
| * Second checking …. | **WSBINOZ** | 28.02.2018 |
| Translation of the Manual | **ALL PARTNERS** | To be determined |