



Szkoła Podstawowa nr 7 im. Wojska Polskiego w Lesznie

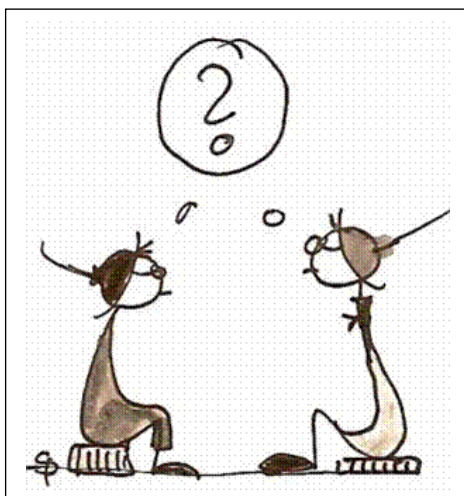
64-100 Leszno Al. Jana Pawła II 10
tel. (65)-520-40-05; (65)529-76-75
fax.: (65)-520-40-05
www.sp7.leszno.net
e-mail: sp7@leszno.net



**PROGRAMMA ERASMUS+ -
SECOND LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2
SCHOOL TO SCHOOL PARTNERSHIP**

"EUROPE FOR INCLUSION"

COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE
ISTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA
ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL
SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



SHAPING MEMORY, ATTENTION AND CONCENTRATION

by

the Polish Scientific Committee

Beata Mrosek School Principal

Karolina Krzysztozek, Karolina Chałupka Responsible for the evaluation

Lucyna Donke Responsible for the documentation

Beata Mrosek Responsible for the training

Monika Grześkowiak, Leszek Mrosek Responsible for the Inclusion Group

Tomasz Józwiak Responsible for the procedure

School year 2014 - 2015



INDEX

1. Introduction
2. Targets and training aims
3. Training modalities
 - 3.1 Training:
 - 3.2 Coaching : formative assistance
4. Actors
5. Formative Offer
6. Organigramme
7. Assessment
8. Final certificates



1. Introduction

The adoption of a Protocol for the Inclusion of Children with Special Educative Difficulties is born from the necessity of defining and adopting shared and common practices among all the schools which belong to the European web “Europe for Inclusion”. In fact, even if they work in different European States, they are living the same complexity.

Including Children with special learning needs means to do the impossible so that they can be an inner part of the school, the social and the cultural community as all the other students are, together with the other children, without any discrimination: it means to assure everybody the right to study and to reach school and formative success.

Under this point of view, the school must take not only a strong effort in the knowledge and valorization of children with learning difficulties’ personal, human, social and familiar reality, but also and above all a strong responsibility in their education through the realization of an educative and individualized organisation, both as regards objectives, formative training and the didactic strategies.

The C. TEACHING, LEARNING AND TRAINING MOBILITIES are aimed at developing basic and transversal skills using innovative and student-centred pedagogical approaches and developing appropriate assessment and certification methods, based on learning outcomes.

Inclusion is not something which is related only to children with handicap: it covers all types of exclusion, which can be generated by cultural, ethnic, social-economic, sexual, gender differences as well as by learning disturbs like dysgraphia, dyslexia, disortography and discalculity .

During the third year of the project, teachers will elaborate Inclusive Learning Units to experiment in our classes, comprehensive of structural, methodological, organizative and evaluative elements, aimed at reaching one or more competences. We will arrive to this objectives after having exploited the C. TEACHING, LEARNING AND TRAINING MOBILITIES

As described in the box 3 of the form “Description of the project”, all schools involved live the same problems described, but each one of the Countries has developed a particular competence in some aspects of the Special Educative Needs.

For this reason we have decided that each time teachers and school principal will meet, the hosting school will introduce the guests to a teaching, learning and training course on the topic in which the hosting country is more specialized.

Italy: didactic methods to teach in classes where children with Scholastic Skill Disorders are present.

Lithuania: didactic methods to prevent youth psychological discomfort which tends to extreme acts.



Poland: didactic methods to teach in classes where children with behavioral problems, lack of attention, memory and concentration are present.

Portugal: didactic methods to teach in classes where immigrant children are present

France: didactic methods to teach in classes where students with multiple problematics are presents, all of them asking for individualized teaching.

Latvia: didactic methods to teach in classes where children with different fonemactical problems leading to bad behaviour are present.

2. Targets and training aims

The micro project “**Shaping Memory, Attention and Concentration**”, elaborated by the Polish Scientific Committee and shared with all the other partners, has got the objective of offering the training action to a large number of European teachers – from Nursery School to Secondary Higher School.

The project has been thought to give cultural and methodological challenges and it is aimed to build a new vision in the relationship between School Subjects and Learning Difficulties.

Deeply it has the duty to unify the added value of new technologies to the transversal didactic, communication, group work and the development of the awareness that collaboration, participation and negotiation are essential elements for the proper management of cooperative-learning.

3. Training Modalities

The training activity proposed has been thought in a integrated way and it is articulated as follows:

1. 4 hours of methodological support for 34 European teachers plus the Polish ones
2. 1 hour of sperimentation of activities elaborated by the Polish Scientific Committee in classes were children with lack of memory, attention and concentration are present. The children will play the role of tutor with the European teachers.
3. 1 hour of feedback in cooperative learning modalities
4. 2 hours for working at the elaboration of a common grid to be used in the third year of the project in order to elaborate the Inclusive Learning Unit.

Particularly, the methodological modalities adopted by the teacher trainers will be based on a **training** action – *professional advise phase as regards the contents and the tools prepared- together with coaching moments – accompanying and supporting actions, both pedagogical and organizative, during the all sperimentation long.*



The methodological training will start on Monday, 25th May 2015 and it will be finished on Thursday, 28th May 2015: this moment will give teachers the chance not only to familiarize with the training topics, but also to create a community and to elaborate didactic plannings for the following experimentation phase, which will take place in the third year of the project.

We want to guarantee and try out activities which can be propedeutic to the elaboration of an Inclusive Lesson Plan based on the following methodological approaches: Individualized methodologies: adapting objectives, contents, counseling, support.

1. Laboratorial methodologies: problem solving (brainstorming, Wh questions and P.A.S.T.A.) and research, active and constructive learning, intentional and situated learning.
2. Collaborative methodologies: peer education, dialogic learning, modeling learning
3. Metacognitive methodologies: reflective learning and different learning styles.
4. Simulative methods (role-playing)
5. Discussing methods (Circle time and case - analysis)
6. Inclusive Didactic Methodologies and Strategies
7. Dispensaries measures and compensative instruments

3.1. Training

As regards **training**, the formative model will move according two complementary logics, aimed at reaching the objectives that the project has stated. For this reason collaborative activities will be proposed in order to give:

- A cultural training
- Individual teachers' involvement

These activities will give major importance both to the cooperative work, through the work in presence, and to the critical reflection through the compilation of the **Trainee's Journal**, a tool thought by the Polish Scientific Committee, shared and approved by the Transnational Scientific Committee with the purpose of giving an answer to the different level of competences and to the several teachers' formative needs

The learning environment proposed appears as a compound formative space where, next to the group work, reflection and self-evaluation of the single teacher (Trainees' Journal) as well as of the group (Cooperative Learning) find an important space.



3.2. Coaching : formative assistance

As regards the *coaching action*, it *consists on the support of the teachers by the coordinators from the single countries during the training phase.*

The purpose is to support the teachers involved in the Course offering them a constant point of reference during the experimentation activity which is carried out in a vehicular foreign language which is not well known by the majority of the teachers.

Particularly the tutors will have the duty to mediate linguistically for:

- Individualizing needs, even if not clearly expressed
- Helping teachers in the comprehension of the formative course
- Taking the role of team leader and team speaker
- Supporting teachers during the experimentation phase
- Enhancing a reflective process during the ongoing course

4. Actors

Trainees: Teaching, Learning and Training “Shaping Memory, Attention and Concentration”

Names	Country	Teaching Level
Yakup Ceylan, Mehmet Emin Halat, Hikmet Kuzu, Ali Karabulut, Askeri Gun	Turkey	Higher secondary school,
Maria Filomena Namora, Isabel Cardoso, Maria Eugénia Carriço, Maria Manuel Esteves, Maria da Graça Corte-Real	Portugal	Nursery school, Primary school and secondary lower school
Sylvain Trias, Abdel Salas, Emilie Latherrade, Laurence Martin	France	Secondary Higher School
Linda Vitina, Didzis Bremze, Katrīna Dimsone, Agnese Kļave	Latvia	Nursery school, Primary school and secondary lower school



Janina Bartuseviciene, Danute Bajoriene, Ausra Gvildaite, Neringa Bisikirskiene, Evelina Tiscenkiene	Lithuania	Nursery school, Primary school and secondary lower school
Diana - Elena Chițu, Alina - Elena Barcan, Daniela Petruț, Codruț Filip Ioan Macovei, Vasile Daniel Miron Anastasiu	Romania	Nursery school, Primary school and secondary lower school
Patrizia Mercuri, Franca Enna, Colomba Lombardi, Maria Elisa Lai, M. Renata Demuru, M. Giuliana Ballicu	Italy	Nursery school, Primary school and secondary lower school
Beata Mrosek, Karolina Krzyszczoszek, Karolina Chałupka, Lucyna Donke, Leszek Mrosek, Monika Grześkowiak, Tomasz Józwiak, Lucyna Prajs, Ewa Jagodzik, Hanna Kowalska, Monika Kasperska, Małgorzata Drozda Szajek, Edyta Maćkowiak, Lilianna Karolczak, Katarzyna Orzałkiewicz, Teresa Szymczak, Kamila Jęskowiak, Marta Nowaczyk, Joanna Lajtke, Beata Hałat	Poland	Primary school and secondary lower school



Trainers:

In order to guarantee a valid support to the training section, the Italian Scientific Committee will recur to highly qualified teachers, with qualified *curricula vitae*.

- 1 super expert: Beata Mrosek - completed studies – ICT, Biology, Early School Education, Administration and Management. She also completed educational course of New School programme gaining rights to support changes in school didactic programme, pedagogical therapy course and course of preparing teachers concerning the development of visual memory at the same time gaining the certificate of Moscow School Ejdetyka & Ekolog Inwest.

She has been the principal of Primary School number 7 since 2012, before she was the principal of Primary School number 11. She has worked as a methodological councillor for early school education teachers in the Teachers Centre in Leszno. Before, for 2 years, she was a councillor for early school education teachers in Warsaw (National Teachers Centre). She is the author of early school education programme which was approved by the Ministry of Education in June 1999. She is also the author and director of 117 forms of teaching in the fields of didactics, methodology, ICT, working with students with special needs, measuring the quality of schools, promotion of teachers. She is the author of 8 publications and a set of 22 methodological materials. She is appointed by the Ministry of Education as an expert in exams for teachers who wish to get promoted. For 2 years (1996-1998) she worked with children with special needs.

The objective of the courses and activities chaired by Beata Mrosek is to expand teachers' knowledge and skills concerning shaping memory, attention and concentration. The aim of the lecture is to get teachers acquainted with different techniques and memorizing methods. The activities will enrich teachers' skills through different exercises shaping long-term memory as well as games shaping memory and concentration.

- 5 tutors: these are strategically important figures for a positive result of the training section, as they will be mediators among the spoken languages, the training environment, the contents chosen and the modalities of interaction in use. They match with the single countries coordinators: for this reason they will work as *coaches* for their foreign mates as they will support the experimental section on **“Shaping Memory, Attention and Concentration”** by giving help both in the training and experimental step as well as in the moment of planning in the third year of the project.



5. Formative offer

The topics chosen, afterwards described, will be faced as a problematic key and opened to a critical, constructive comparison among peers, with a particular attention to the European and international debate ongoing.

1st meeting

- Learning, teaching and training session „Your memory, attention and concentration can be trained, too.”

2nd meeting

- Lecture on memory training, presentation of documents concerning students with special needs who attend the Polish school

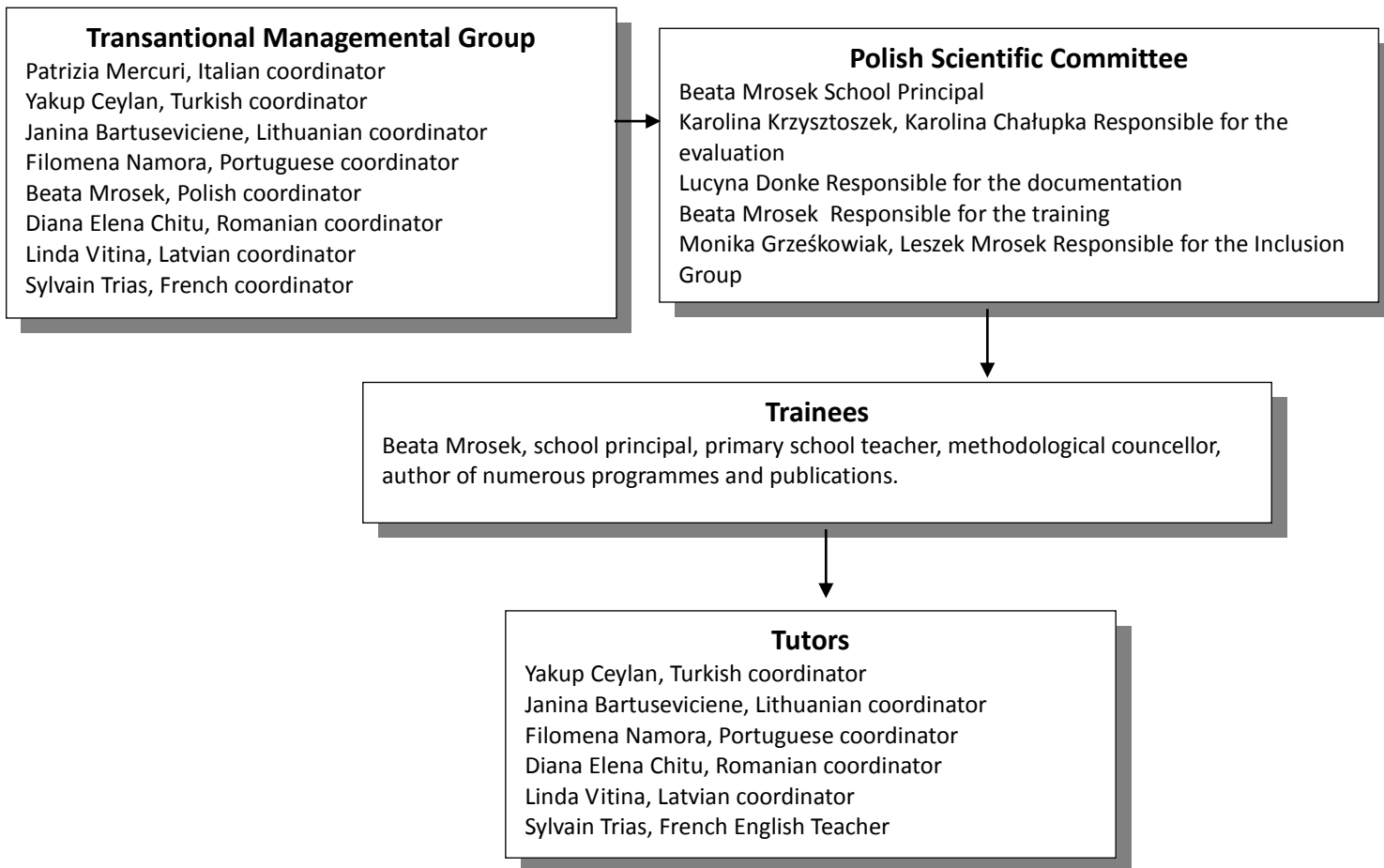
3rd meeting

- Observations and activities in classrooms with the use of different strategies related to memory, attention and concentration trainings and teaching individualization
- Feedback in cooperative learning
- Elaboration of tools: co-construction of a grid aimed at the elaboration of an inclusive lesson for classes in which **Memory, Attention and Concentration problems** are present. It will be used in the third year of the project.

The work of the trainees will focus on the didactic planning as a tool to build a school which takes into consideration a multiplicity of stimuli and languages, a school which is adequate to the fast development of society, a school in which the topic of Inclusion inside the curriculum is taken into account and experimented fully consciously.



6. Organigramme



The structure puts in evidence different roles and professionalities, all of them necessary to develop the formative project.

7. Assessment

The assessment activities linked to the training mobilities are demanded to the Scientific Committee which will elaborate the tools for data collecting. It will take place constantly and transversally by involving actively all the different actors.

Trainers:

- Assessment, thanks to observation grids, of the level of motivation, attention, participation of the trainees to the lessons.

Tutors:

- Filling up of observation grids during the coaching activities
 1. Observation grid on the protocol of lesson
 2. Evaluation grid on students' learning results
 3. Evaluation grid on the differences compared to the ordinary didactic praxis



Trainees:

- Periodical compilation - at the beginning and at the end - of the **Trainee's Journal** for assessing the personal professional development
- Assessment of the quality of the pedagogical choices made, of the strategies used and of the tools used compared with the ordinary school praxis.
- Assessment of the formative children's learning
- Recording of the difference between the initial expectations and the idea at the end of the course.
- Recording of the competences reached and not reached.

Scientific Committee:

Recording of the didactic influence of the formative activity

- Recording of the assessment of the formative activity
- Assessment of the changing processes activated
- Assessment of the integration level of the project in the school activities
- Assessment of the documentation

Management group

- Assessment of the level of the status of the project, of the organization put into action, and of the results obtained.
- Assessment of the project influence in the school and in the territory.
- Recording the level of satisfaction and motivation of the various actors involved in the formative experience
- Recording of the participation of the trainees.
- Final Evaluation

8. Final Certificate

At the end of the learning, teaching and training course, the school principal will hand out a certificate of attendance with the programme carried out.

The Polish Scientific Committee

Beata Mrosek, School Principal

Karolina Krzysztozek, Karolina Chałupka, Responsible for the evaluation

Lucyna Donke, Responsible for the documentation

Beata Mrosek, Responsible for the training

Monika Grześkowiak, Leszek Mrosek, Responsible for the Inclusion Group

Tomasz Józwiak, Responsible for the procedure

Leszno, 18th May 2015