

Minutes of the 1st CORE meeting Palma 9th-13th Nov 2011



The CORE project team together with all the representatives from the host institution

Day 1 Thursday 10th Nov 2011

**Venue: Direcció General d'Ordenació, Innovació i Formació Professional
Conselleria d'Educació, Cultura i Universitats
Passage Guillem de Torrella 1r, 4a planta
07002 Palma de Mallorca**

Present:

Per Fagerland	PPS Karmøy, NO
Britt Mona Vang	PPS Karmøy, NO
Wenche Erlien	Snoball Film, NO
Emanuela Atz	IC Bassa Atesina, IT
Liliana Amort	IC Predazzo-Tesera, IT
Anna Varna	Regional Education Directorate of Thessalia, GR
Marina Kollatou	Regional Education Directorate of Thessalia, GR
Tatjana Zacharova	Alytus Youth Centre, LIT

Regina Vilkeliene
Vytuolis Valunas
Victor Pavon Vazquez
Mabel Gaya
Isabel Aureli
Eva Cervantes
Esperanza Bernat
Angel Luis Merlo
Nathalie Liechti

Alytus Youth Centre, LIT
Dept. of Education, Alytus Municipality, LIT
Universidad de Cordoba, ES
Gen.Management, the Dept of Education, Balearics
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Dr. Steve T. Molloy
John Rullestad

External Advisor, UK
External Advisor, NO

Working session 1:

1. On behalf of the hosting institution Mabel Gaya (MG) greeted all partners welcome to the meeting
2. The CORE group were then officially greeted welcome to Palma by the General Director Onofre Ferrer Riera



Director Onofre Ferrer Riera welcoming the CORE group



Director Onofre Ferrer Riera

- a. MG reviewed the agenda which had been sent all participants in advance of the meeting **(see Attachment 1).**
- b. The coordinator of the project, Per Fagerland, (PF) made an overview on:
 - EC Grant Agreement/Administrative matters
 - Communication in the consortium - further on this in working session 2
- c. A brief overview of the CORE project and its objectives was repeated. MG had prepared a milestones calendar and a calendar of deliverables based on the application which was duly distributed to all participants **(see Attachment 2).**
- d. Partners were then given the chance to a short introduction about their institutions and their experiences of CLIL. A short summary:
 - Greece, both partners: small rural schools with no official policy on CLIL, but wishing to implement it into the curriculum
 - Italy, both partners: small schools in the Alps with experience of CLIL, both in English and German for the last seven years. Example: Maths in German
 - Italy P4 (IC Bassa Atesina) and P8 (IC Predazzo-Tesero-Panchià Ziano): small schools with several years of experience in CLIL (20 years P4 and 7 years P8) both in German and English



Working session with repr. from Lithuania, Norway, Italy and Spain

- Lithuania, Alytus, new to CLIL, but as this institution caters for 37 different activities after-school hours they wish to try CLIL in some of the activities.
- Norway, partner 1 Karmøy: no experience in CLIL, but as several primary schools have participated in a pilot project on second language training the next set for these schools (in 2012-13) could be to try out CLIL in project- based teaching as implementing it in a subject for a whole academic year would demand a decision at political level.
- Norway, partner 2, Snøball AS, educational film production company with wide and long experience, including films on CLIL, of supporting and producing filmed case-studies for professional development and training.
- Spain, partner 1, Balearics: long experience of CLIL, managing 166 schools in Mallorca with experience of CLIL. School visits next day to show participants how this is done in the classroom.
- Spain, partner 2, University of Cordoba: 800 schools in Andalucia involved. A lot of in-service-training of subject teachers in CLIL.

After this input a round-table discussion took place and the following issues were pinpointed by the participants:

- a. Is there a CLIL core?
- b. Courses on implementing CLIL
- c. Clear key procedures on CLIL
- d. Documentation of good practice
- e. Existing materials
- f. How do we know what we produce will fit into the curriculum?
- g. Handbook- resource pack on implementing CLIL
- h. Principles of implementation
- i. Are there differences from country to country of implementing CLIL?
- j. CLIL for language teachers or subject teachers
- k. What about CLIL in leisure activities?
- l. CLIL in summer schools

Victor Pavon (VP) made introductions to WP1 Research and Development through a Power Point presentation **(see Attachment 3).**

Lunch

Working session 2

1. Management, communication and financial issues.

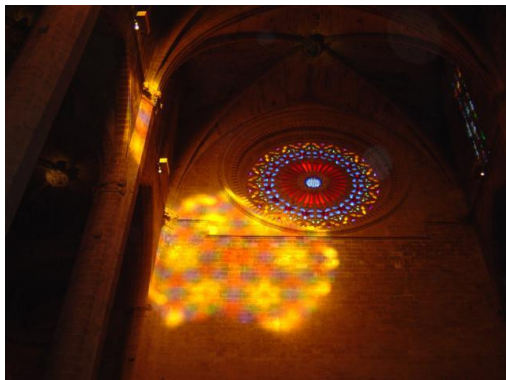
Britt Mona Vang (BMV) informed about It's Fronter, a learning platform the coordination institution has used in earlier Comenius Multilateral Projects. A discussion followed if one should use other similar platforms such as Moodle, Wiki and others or use e-mail as a communication tool.

Action Plan:

- a. E-mail to be used as the day-to- day communication tool.
- b. Sharing of CORE working documents. A Fronter room to be established. BMV to secure that a CORE Fronter room is set up by **15th Nov** with all members of CORE getting their individual password and user name.
- c. Anna Varna (AV) to establish a CORE Facebook group during the first project meeting. The group to be open and CORE participants encouraged to invite colleagues and networks into the Facebook group

After this session the participants were split into three groups for the school visits, two secondary schools and one primary school - see feedback on school visits at start of session 3 Friday.

All participants gathered after the schools visits for guided tours to Palma Cathedral, Royal Palace and the old town of Palma. Partners were all agreed that, as with former Comenius projects, cultural visits by participants should be an important part of the process of gaining insight into the history and culture which provides the broader context to educational innovation in each host country and underpins a project's European dimension



Inside beautiful Palma cathedral 11/11/2011 at 08.00

Dinner at hotel in the evening with all partners present

Day 2, Friday 11th Nov 2011

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John Rullestad	External Advisor, NO

Working session 3

1. Observation of school visits

a. Name of school: CA Aina Moll, Palma de Maiorca

- Observation by Liliana Amort and Anna Varna on behalf of Anna Varna, Steve Molloy, Isabel Aureli and Liliana Amort
- Art class in English primary school 6th grade
- Native speaker in the class (assistant from the USA)
- Art textbook in English
- Warming up: focus on language (revision about primary and secondary colours, fruit and frequency adverbs) Instructions for the task. Pupils working individually, drawing a still life. End of the lesson: anticipation of next lesson content
- Focused more on language than on content
- English classroom full of visual stimulants, posters in English, libraries, lots of reference books. White board available
- Use of music while drawing and painting
- Teacher very dynamic, fast pace of lesson, students seemed to understand her perfectly and responded accordingly



CLIL in the classroom



CORE partners observing a CLIL lesson



Design lessons through the medium of English

b. Name of school: IES Ramon Llull, Palma Mllorca

First met for half an hour with Mr. Ricardo Sanchez who gave the group some background information about CLIL in the Balearics as well about the school:

- In 2004/05 only 5 schools in Balearic working with CLIL
- Llull school just one teacher working with CLIL in 2004/05, Started in year 8, but the class had one lesson a week extra English in year 7.
- Music is this academic yeartaught in French and also in English
- Art and design are taught in English in year 7 and 8
- It is easier to have CLIL in primary schools where the subject teacher has a good knowledge of English
- English is spoken at the age of three in kindergartens

Important issue for discussion:

Should one have subject teachers who can teach in another language or a mixture of subject teacher and language teacher in the class - demands a lot of resources

c. Name of school:

- Observation_101111_technology class 4th ESO (Marina, Victor, Emanuela, Brit-Mona, Wenche)
- CLIL class: 3 lesson a week Technology 4
- Native speaker in the class
- echnology teacher with experience in the USA

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- Project work
- Planning ahead and cooperation among teachers (technology, English, class: platform)
- More listening and understanding than speaking skills
- Focused more on content than on language
- There was a lot of dialogue going on

2. Educational films and Web site

Wenche Eriien (WE) of Snøball AS gave a presentation of how their film company works with regards to producing educational films in general and in more detail how they wish to go about making the two CORE films. Participants came with suggestions for locations which were Spain (Mallorca and Andalucia) and Italy (Predazzo and Basso)

A short discussion among partners on whether both films should be in English or one in English and one in German followed.

Action plan: Partners to suggest locations of the two films at next project meeting where a decision will be taken. The languages for the films also to be decided at next partner meeting.

WE then proceeded to show a dummy of the opening page of the Web site. Partners came with input and suggestions to contents and design of logo.



Wenche Eriien explaining the CORE film plans

Action plan: Snøball AS to have the Web site up and running by **20th Dec.** Coordinator to feed Snøball on contents based on information in the application on partners' description and objectives. All partners to give input on other contents such as links to important CLIL web sites and examples of good practice.

There should also be a link on the opening page to CORE's Facebook page and a CORE Twitter account should also be established.

Action plan: Links to Facebook and Twitter to be established on opening page

Lunch

Working session 4

1.State of art analysis

VP ran through some important points that would have to be included in the State of Arts analysis by all partners:

- Government policy on CLIL
- Local analysis of official regulations on CLIL if they exist
- Training and support in CLIL for teachers and other educationalists
- Training programs
 - At European, national and local level
 - Duration
 - Characteristics
 - Sustainability
 - CLIL implementation in initial teacher training
 - CLIL implementation in in-service-training

Action Plan: VP to design a State of Art analysis that the partners should carry out. VP to create this before **1st Feb 2012** and partners to carry out the analysis in their institutions/ municipalities by **1st April 2012**

2. Partners reporting to coordinator

Before forms for reporting were presented to the partners one of the external evaluators JR gave the partners an overview of the possibilities within the Comenius LLP program as well as golden rules for partners to be aware of in a Comenius project (**See Attachment 4**).

Forms for staff time devoted to the project as well as travel costs forms were distributed.

Action plan: The forms must be completed before each partner meeting and for the next meeting in April for the period 1st.Nov 2011-1st April 2012. It was also emphasized that all documents in the project including report forms must use the official logos to be found on the Commission's Web site

3. Teacher training courses/conference/ meetings

In the application the first Comenius CORE teacher training courses is scheduled for October 2012. It was agreed among the partners that this would be too early in the timeline of the project. Partners also felt that 12 months between the second (April 2012) and third partner meeting (spring 2013) as in the application was too long a time for partners not meeting face-to-face.

After some constructive discussion the following changes were agreed on:

- a. The teacher training course scheduled for October 2012 swops places with the third partner meeting in Greece scheduled for the spring of 2013
- b. Lithuania are willing to host the first teacher course in April 2013
- c. Greece hosts the third partner meeting in Oct 2012 instead of the spring of 2013
- d. The fifth and last partner meeting in the autumn of 2014 follows the original timetable and the vent will also be in Spain, but with Cordoba hosting instead of Mallorca.

Action plan: The coordinating institution to request the above mentioned to the original working plan.

4. Budget/Financial procedures

PF explained the procedures of financial reporting before suggesting the distribution of the 1st payment from Brussels based on staff time and costs that each partner puts into the project. This suggestion was agreed by the partners. Overview of this to be found in **Attachment 5**.

Action plan: The coordinating institution (Karmøy) to transfer the first payment to the partners on return from the meeting.

5. Second partner meeting

Partners agreed to meet as scheduled in April 2012 in Karmøy, Norway, dates 25th-29th April

Dinner at Celar Sa Premsa

Saturday 12th November

Cultural visit to Soller and Port Soller



Chiesa Soller

Picture gallery from the 1st CORE project meeting



Isabel Aureli from Spain and Anna Varna from Greece together with a Spanish art/CLIL teacher



Liliana Amort from Italy discussing with evaluator dr. Steve T.Molloy



The two external evaluators, John Rullestad and Dr. Steve T.Molloy discussing proceedings after day 1

Attachment 6: Mind map of the 1st Project meeting made by Emanuela and Liliana.