

NORWEGIAN – POLISH TEACHERS MEETING 30.09 – 04.10.14



KRISTIANSUND, THE CITY BY THE OCEAN
“THE HIDDEN PORT”

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Project «School is the teacher of life» supported by a grant from Norway through Norway Grants and co-financed by the Polish funds. Partners: XIII Liceum Ogólnokształcące im. Bohaterów Westerplatte w Krakowie, Atlanten videregående skole, Kristiansund

Program
Norwegian – Polish Teachers Meeting
Kristiansund, 30 September – 4 October 2014
Atlanten videregående skole
Dalaveien 25, Kristiansund


Tuesday 30 September 2014

18:30	<p>Arrival at Kvernberget Airport We pick you up by bus at the airport and bring you to the hotel.</p>	
20:00	<p>Welcoming dinner at Thon Hotel</p> <p>Menu:</p> <ul style="list-style-type: none"> ❖ Cesar salad ❖ Fried cod with capers sauce and potato puree ❖ Cheesecake 	



Wednesday 1 October 2014

08:02	<p>Departure by “Sundbåten” from pier near hotel</p> 	<p>We meet at “Piren” at Kirklandet and walk to Atlanten vgs</p> <p>You are kindly requested to bring good and comfortable walking shoes and appropriate clothing</p>
09:00-10:00	<p>Atlanten vgs - we show you our school</p> <p>Workshop for teachers</p> <ul style="list-style-type: none"> • presenting results of the survey, discussions, conclusions • discussions – working with students with special educational needs • discussions – school management, school organisations, the selection of students for general secondary school etc. 	

Thursday 2 October 2014

08:02	Departure by “Sundbåten” from pier near hotel	We meet at Gomalandet and walk to Atlanten vgs You are kindly requested to bring good and comfortable walking shoes and appropriate clothing
09:20-11:50	Atlanten vgs Polish teachers take part in classes (2-3)	
11:50-12:30	Lunch at Atlanten vgs	
12:30-15:30	Workshop for teachers <ul style="list-style-type: none">• Lessons analysis• Discussions on the future activities in the project	
15:30-17:30	Guided sightseeing by bus around Kristiansund. If the weather is nice we will go for a walk to “Varden” – the highest viewing point in the city Guide: Marianne Konstane Gjeldnes 	You are kindly requested to bring good and comfortable walking shoes and appropriate clothing
17:30-	Time off	

Friday 3 October 2014

07:00	Departure for tour to Geiranger	We pick you up by bus at the hotel
11:00	Lunch at “Jordbærstuene” in Valldal 	
	<p style="text-align: center;">Geiranger</p> 	You are kindly requested to bring good and comfortable walking shoes and appropriate clothing
16:15	Dinner at Union Hotel Geiranger Menu: <ul style="list-style-type: none"> ❖ Artichoke soup ❖ Homemade biff patties with mashed potatoes and cranberries sauce ❖ Almond roll cake filled with chocolate cream 	
18:15	Return to Kristiansund	

Saturday 4 October 2014

06:00	We pick you up at the hotel by bus and bring you to the airport	
07:20	Departure for Oslo	

The mini project: "How good is our school" was conducted within the meeting in Kristiansund, 30 September-04 October 2014.

Within the project in both partner schools there was a survey concerned with key competences in lifelong learning. 45 students from the Polish school answered the questions in the survey and 50 from the Norwegian partner school. The survey was written on the basis of Recommendation of the European Parliament and of the Council of Europe on the key competences for lifelong learning The Key competences for Lifelong Learning - A European Framework. The results were discussed by teams of teachers in both partner schools.

During the meeting in Norway Polish and Norwegian teachers presented and compared the results of the conducted research.

RESULTS AND COMPARISONS OF THE SURVEY

1. Communication in mother tongue

1. What does it mean that we adjust the style of speech to specific situations?

Norway

- «It means that we may be able to communicate better, in addition to a mutual understanding»
- «It means that we change our tone, body language and way of speaking depending on the situation we are in and the people we are talking to»
- «You speak more proper to your family and adults than your friends»

Poland

- Majority of surveyed students understands the concept of adjusting the style of a speech to specific situations.
- In the survey, there were predominantly examples of formal and informal situations, in which we use different styles of a speech as well as different vocabulary.
- 'It means that when addressing adults (eg. teachers) we apply a formal style whereas as far as our peers are concerned we use ordinary language (eg. slang)'

Summary *Norwegian and Polish students agree in what it means to adjust the style of speech to specific situations*

I. *Communication in mother tongue*

II. Do you always understand the content of the text in your mother tongue?

Norway

- “Not all texts are easy to understand – such as legal papers and laws, scientific papers are also sometimes hard to follow”
- “Old-fashioned texts with old-fashioned language are sometimes hard for me to understand, but I usually do not have any problems with understanding my mother-tongue”
- “Philosophic and speculative texts might be confusing due to weird choice of words”

Poland

- Majority of students understands the content of the text in their mother tongue.
- Difficulties with understanding poems and old-Polish literature texts occur.
- The most frequent causes of difficulties were the following:
 - ✓ the language which contained archaisms, the meaning of which students do not know,
 - ✓ Stylistic devices.

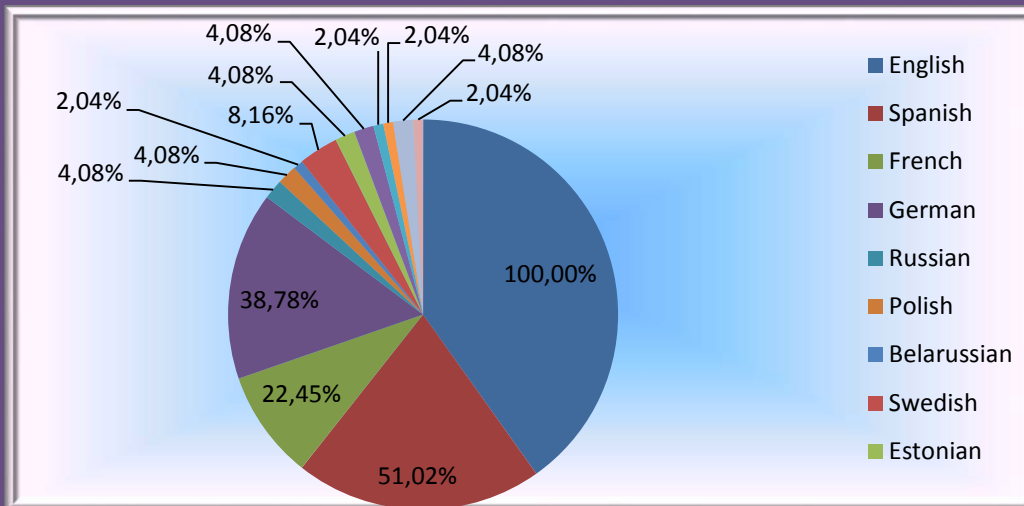
Summary

Both Norwegian and Polish students understand most of the content of the text written in their mother tongue but they agree that it can be difficult to understand archaism/old fashioned texts

II. Communication in foreign languages

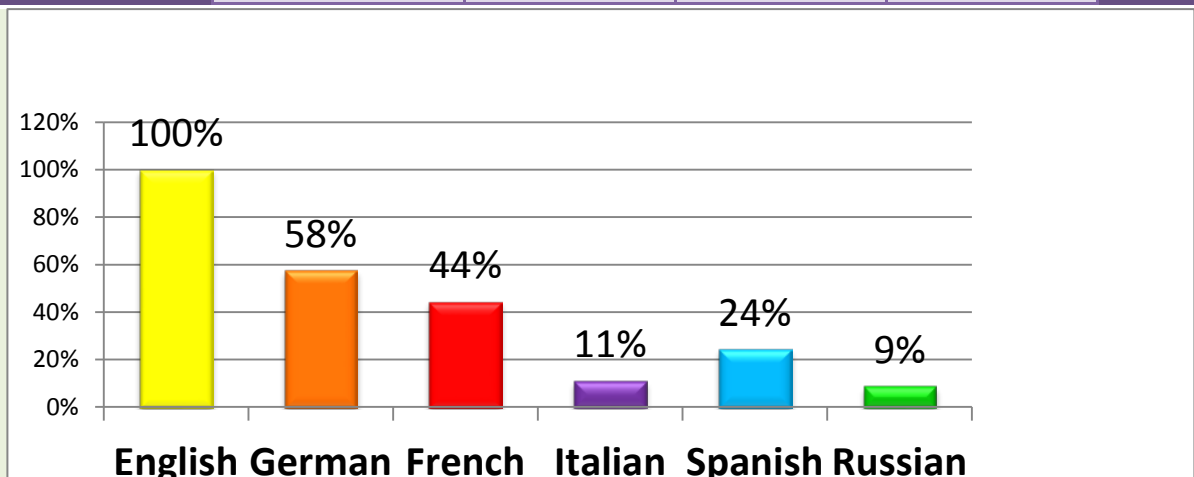
1. What foreign languages do you know?

Norway



<i>English</i>	100,00 %	<i>Swedish</i>	8,16 %
<i>Spanish</i>	51,02 %	<i>Estonian</i>	4,08 %
<i>French</i>	22,45 %	<i>Arabic</i>	4,08 %
<i>German</i>	38,78 %	<i>Portugese</i>	2,04 %
<i>Russian</i>	4,08 %	<i>Japanese</i>	2,04 %
<i>Polish</i>	4,08 %	<i>Danish</i>	4,08 %
<i>Belarussian</i>	2,04 %	<i>Kurdish</i>	2,04 %

Poland

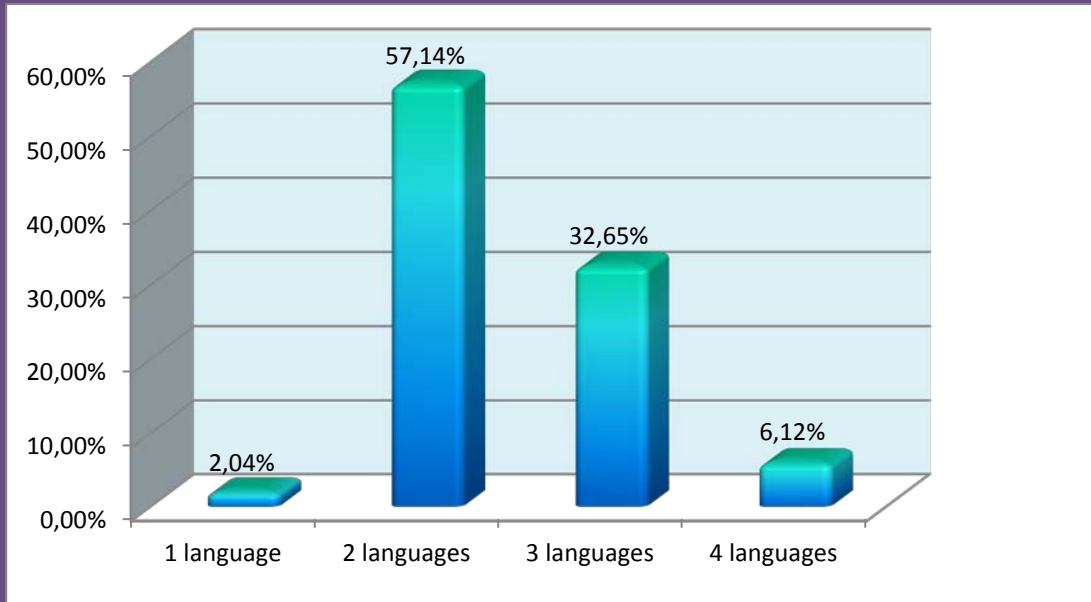


Summary 100% of the surveyed speak English. The second most spoken language is Spanish among the Norwegian students, and German among the Polish students. Also – the Norwegian students speak 14 different languages, while the Polish students speak 6 different languages. This is probably because Atlanten VGS has several students with a foreign origin.

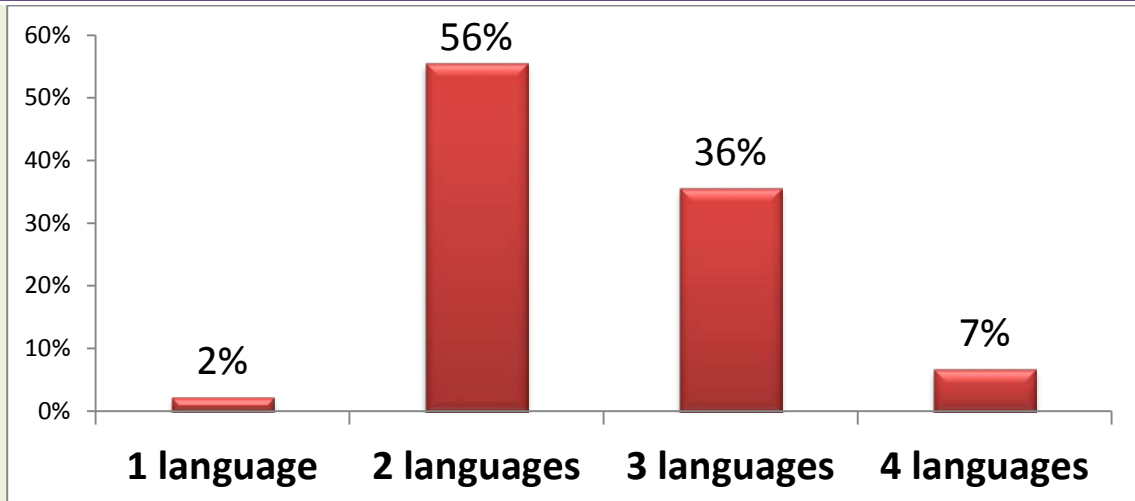
II. Communication in foreign languages

2. How many foreign languages do you know?

Norway



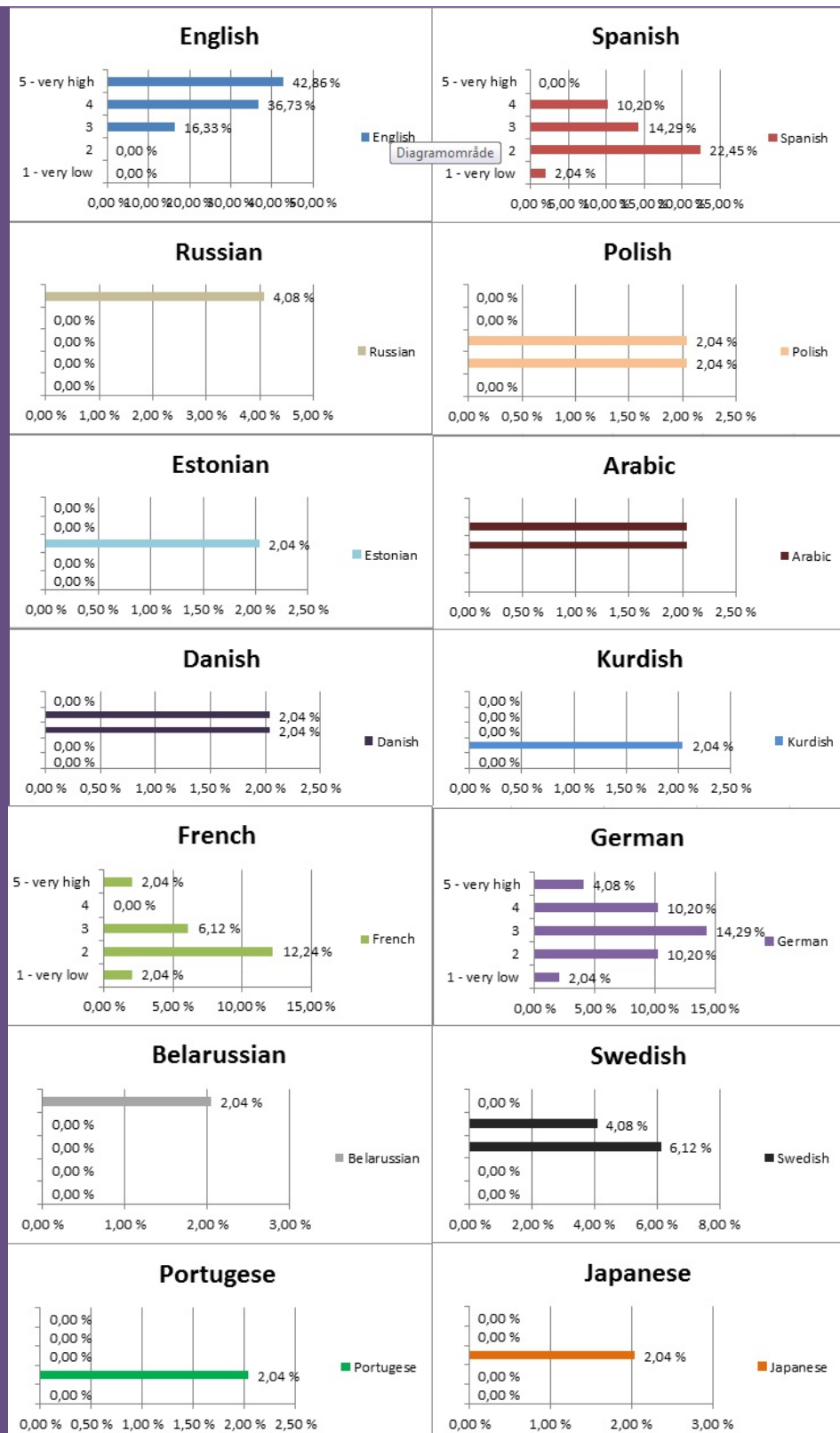
Poland



Summary *Most of both Polish and Norwegian students speak at least 2 foreign languages or more.*

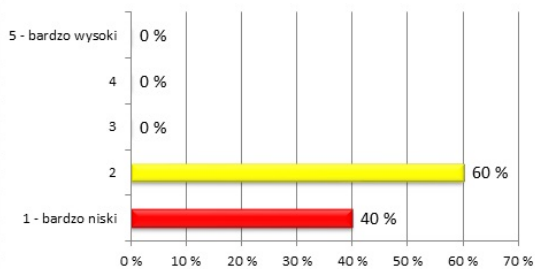
Evaluation of language skills from 1-5

Norway

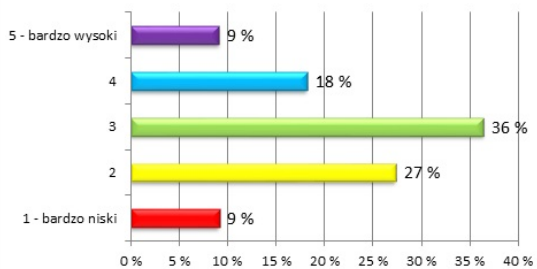


Poland

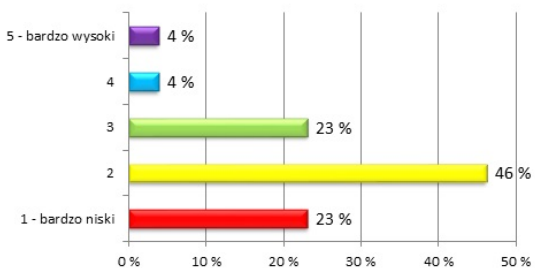
Język włoski - poziom znajomości



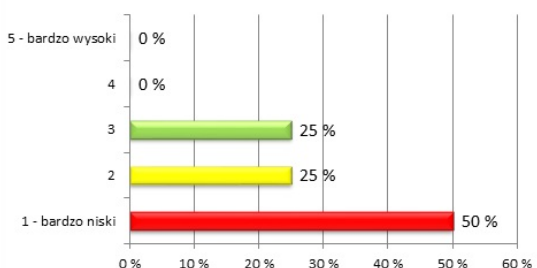
Język hiszpański - poziom znajomości



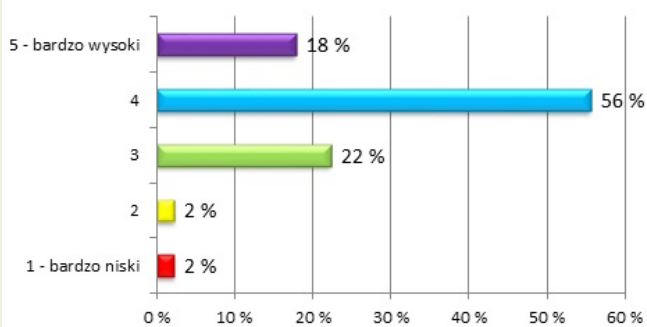
Język niemiecki - poziom znajomości



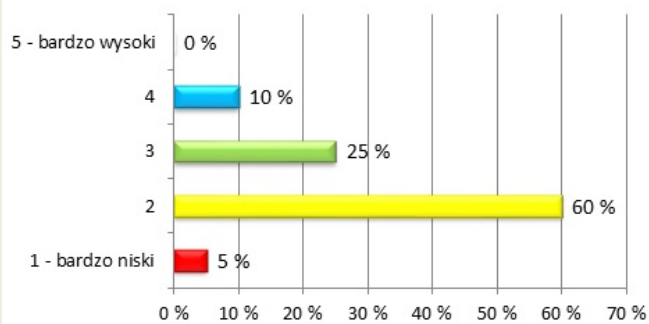
Język rosyjski - poziom znajomości



Język angielski - poziom znajomości



Język francuski - poziom znajomości



II. Communication in foreign languages

3. What difficulties do you have while communicating in a foreign language?

Norway

- “When speaking Spanish or German, I struggle with the fluency, but with English I have no problems”
- “I sometimes have difficulties picking the right words to complete the sentence”
- “I think the hardest thing is to write in another language”

Poland

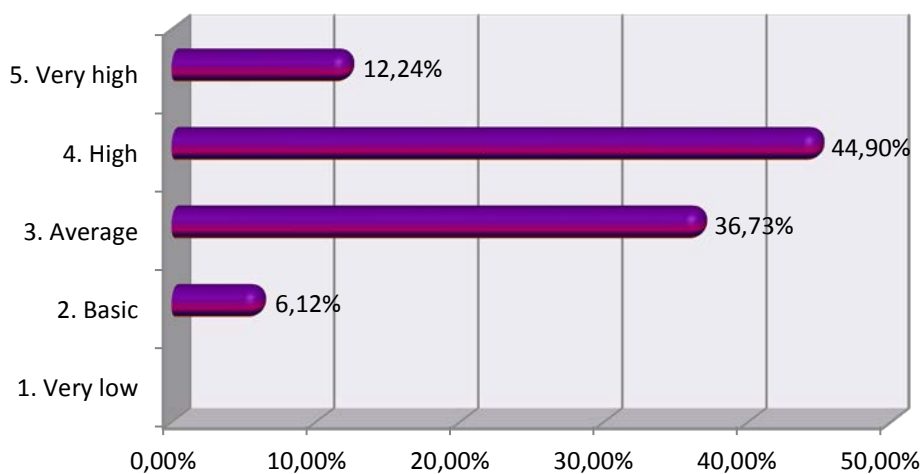
- Insufficient range of vocabulary.
- Understanding native speakers due to their fast speaking.
- Foreign accent and grammar.

Summary *The most common problems while communicating in a foreign language is vocabulary and grammar.*

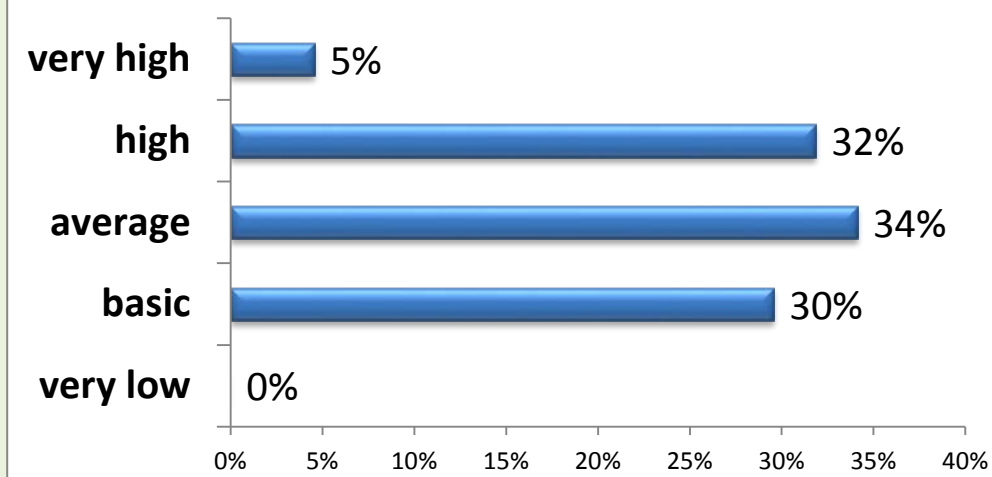
III. Maths competence and basic science and technical competence

1. Evaluate the level of your skills related to the application of mathematical and scientific knowledge in everyday situations

Norway



Poland



Summary *The Norwegian students think more highly of their own mathematical and scientific knowledge skills than the Polish students.*

III. Maths competence and basic science and technical competence

2. Explain the concept «aware and responsible consumer»

Norway

- “If you purchase something (a consumer) you know what the product is and who it is tested on. If you are responsible as well, you think of how it can help or prevent danger, global warming or any other problems by buying it”
- “To be aware of what you need and what is necessary – and make wise decisions”
- “An aware and responsible consumer is someone who knows what rights consumers have”

Please note that 67,35% did not answer, or wrote that they did not understand the question

Poland

- It was most often indicated that ‘an aware and responsible consumer’ is a person who:
 - ✓ knows what he buys,
 - ✓ becomes familiar with the instruction booklet of a given product,
 - ✓ becomes familiar with guarantee regulations,
 - ✓ becomes familiar with the origin of the product.
- Some of the surveyed students paid attention to economic aspect of shopping (bargains, good value for money).
- According to some students, ‘an aware and responsible consumer’ is a person who buys only such products that are indispensable for them.
- None of the surveyed mentioned the definition of an aware consumer in terms of protection of the environment – the selection of goods environmentally-friendly or recycling.

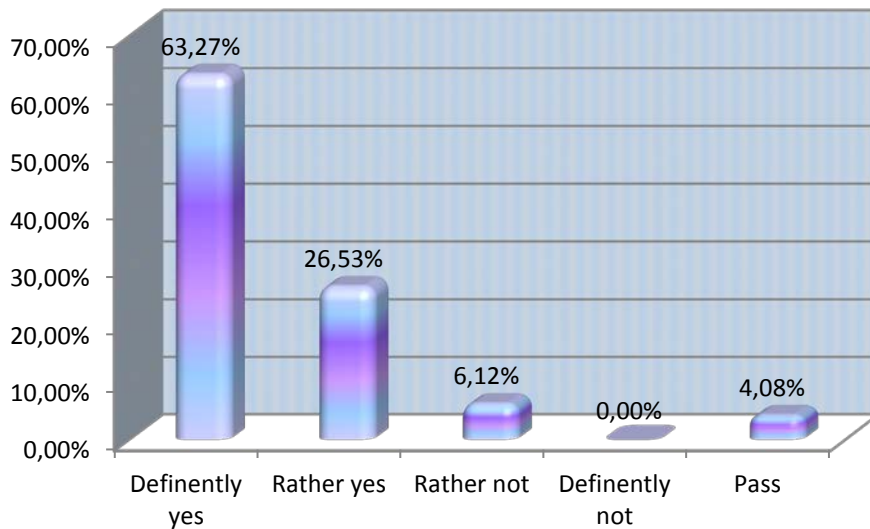
Summary

The surveyed (who answered the question) agrees, and has the same definitions to what an aware and responsible consumer is.

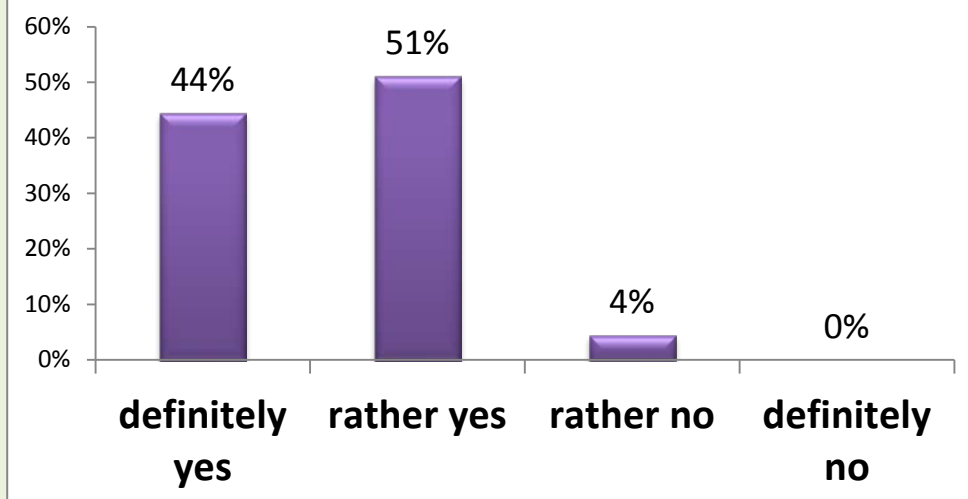
IV. Communicative competence

1. Do you think that you are able to use IT-tools in order to acquire the knowledge about the world?

Norway



Poland

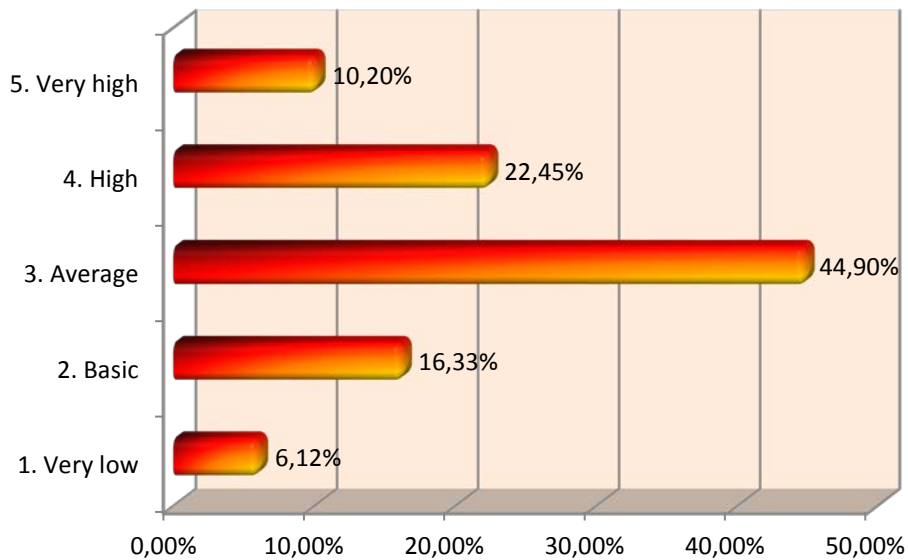


Summary *Almost all of the surveyed think that they are able to use IT-tools in order to acquire knowledge about the world – although the Norwegian students feel more confident in using IT-tools in order to find such information than the Polish students.*

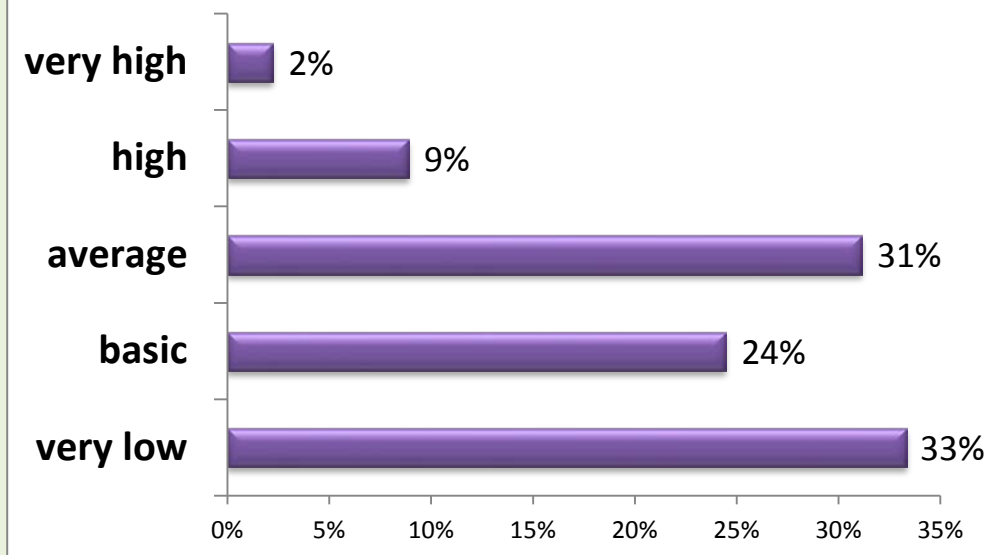
IV. Communicative competence

2. How do you evaluate your skills as far as specialist programs are concerned, skills of writing programs, designing websites?

Norway



Poland



Summary *The Norwegian students evaluate their IT-skills higher than the Polish students.*

IV. Communicative competence

3. What possibilities does using the internet and communicating by electronic devices give you? Give a few examples.

Norway

- “It gives me easy access into learning about different parts of the world, and a possibility to chat with my friends around the world”
- “Find new friends from different parts of the world. Read books, news, blogs. Find information that may help me study at school”
- “Gaming”

Poland

- A large majority of surveyed students indicated immediate access to information and the opportunity of communicating with other people as the most important possibilities that the Internet provides.
- The possibility of communicating with other people from all over the world turned out to be essential. They use the Internet to communicate with the family and meet new people with whom they talk to practice speaking foreign languages. The surveyed students frequently and willingly use social networks.
- As far as acquiring information, students use the Internet mainly for educational purposes. They search for the information necessary to do their homework, writing essays, etc.
- A few surveyed students mentioned the Internet as an important source of entertainment (Internet games, watching films) as well as the possibility of sorting out their business without leaving home (doing shopping, paying bills).

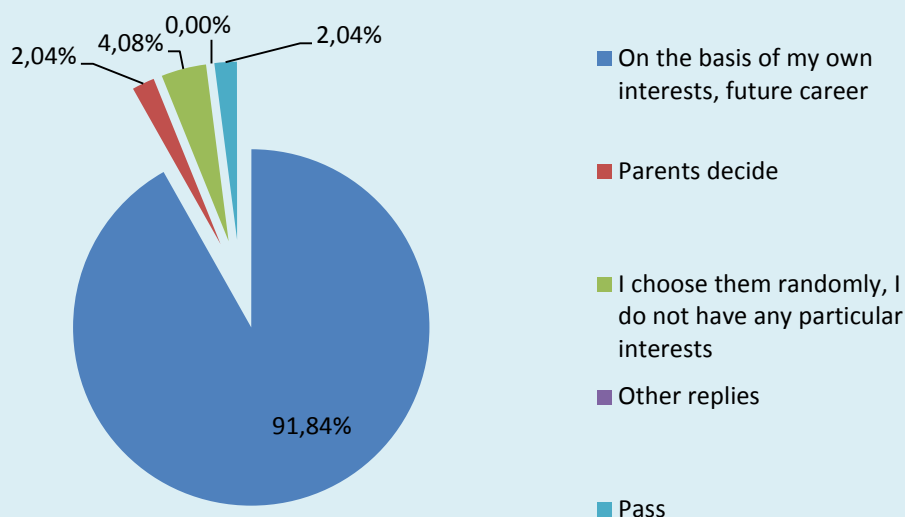
Summary

The result from this question implies that the Norwegian students preferably use the internet for gaming, social medias and various forms of entertainment, while the Polish students have listed a much wider usage of the internet.

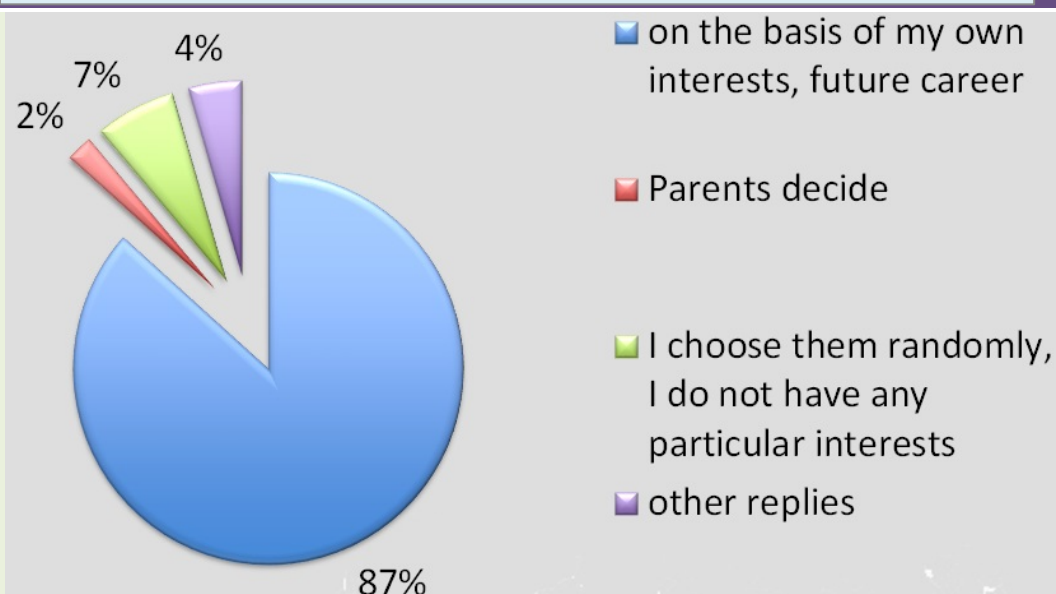
V. Learning competence

1. How do you choose extended subjects?

Norway



Poland



Summary *The answers from the surveyed shows that most of the students – both Polish and Norwegian choose extended subjects on the basis of their own interests and future career.*

V. Learning competence

2. When do your studies bring results?

Norway

- «When I receive back a test and find out that I have had progress since the last test. For the studies to bring results, it requires that I work hard»
- «When I study before tests, write notes in class and when writing reports»
- «When I really apply myself and focus»

Poland

- Majority of students emphasized that studying brings some results when they are concentrated, relaxed while studying. Nothing distracts them (music or phone) and they study systematically.
- The interest in a given subject they are studying is the greatest motivation for many students. A large number of pupils stressed the fact that they are learning because they want to get good marks.
- A few students paid attention to the role of a teacher who has to make learners become interested in a subject and motivate them to make an effort.

Summary *Most of the students agree that their studies bring results when they work hard, concentrate and see progress. For some students, their interest in the subject and role of the teacher plays an important part in how much work they are putting in their studies. Polish and Norwegian students are much alike here.*

V. Learning competence

3. Can you learn from others? How?

Norway

- «Yes. People have different talents, skills and knowledge, and by learning from others you can ‘expand’ your own talents, skills and knowledge»
- «Yes, they can explain it in a way that I understand, and it becomes easier»
- «See how others get the best possible result»

Poland

- Majority of the surveyed replied that they were able to learn from others.
- Students mentioned the following methods of learning from others:
 - ✓ listening to what others are saying,
 - ✓ observing other people’s behavior,
 - ✓ drawing conclusions from mistakes committed by other people,
 - ✓ repeating methods and routines used by other people.
- A large number of surveyed students indicated learning in peer groups as a helpful way of acquiring knowledge.
- Only 5 students gave negative, short, replies such as: ‘No’, ‘Unfortunately I can’t learn from others.’, ‘Rather not, I must learn from my own mistakes and from my own experience.’

Summary

Almost every one of the surveyed agrees that they can learn from others. Only a few think that they cannot.

V. Learning competence

4. What motivation for studying do you have?

Norway

- “To get where I want in life, for later possibilities and studies”
- “I think of my future, simple as that”
- “For the moment, I do not have a lot of motivation”

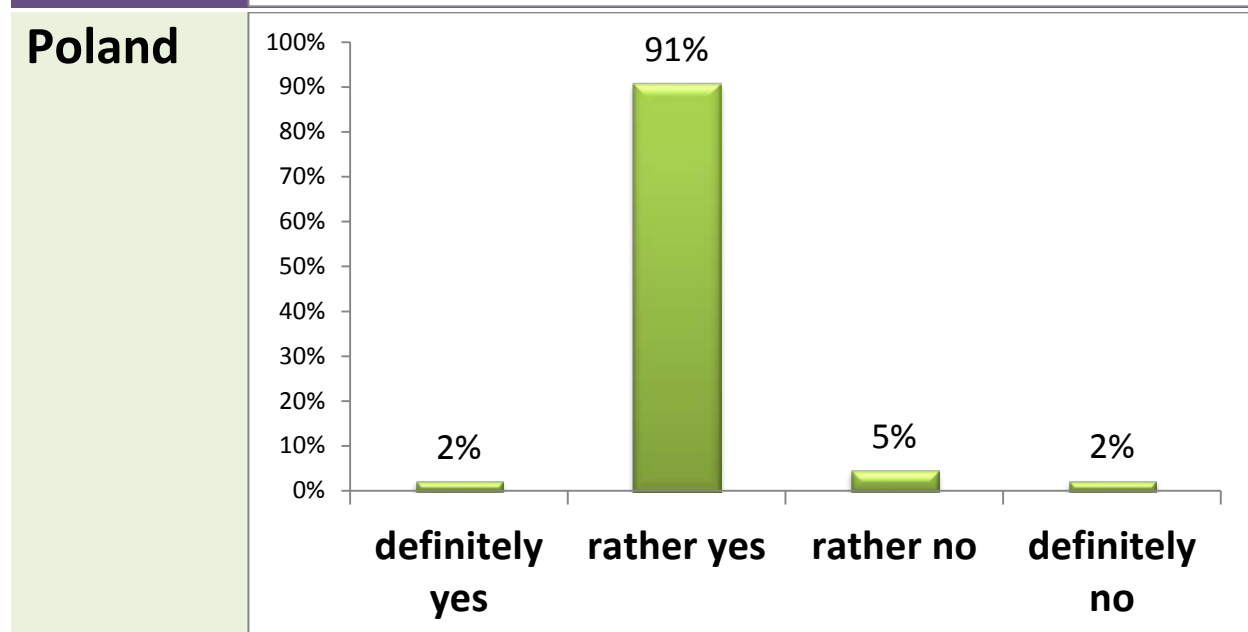
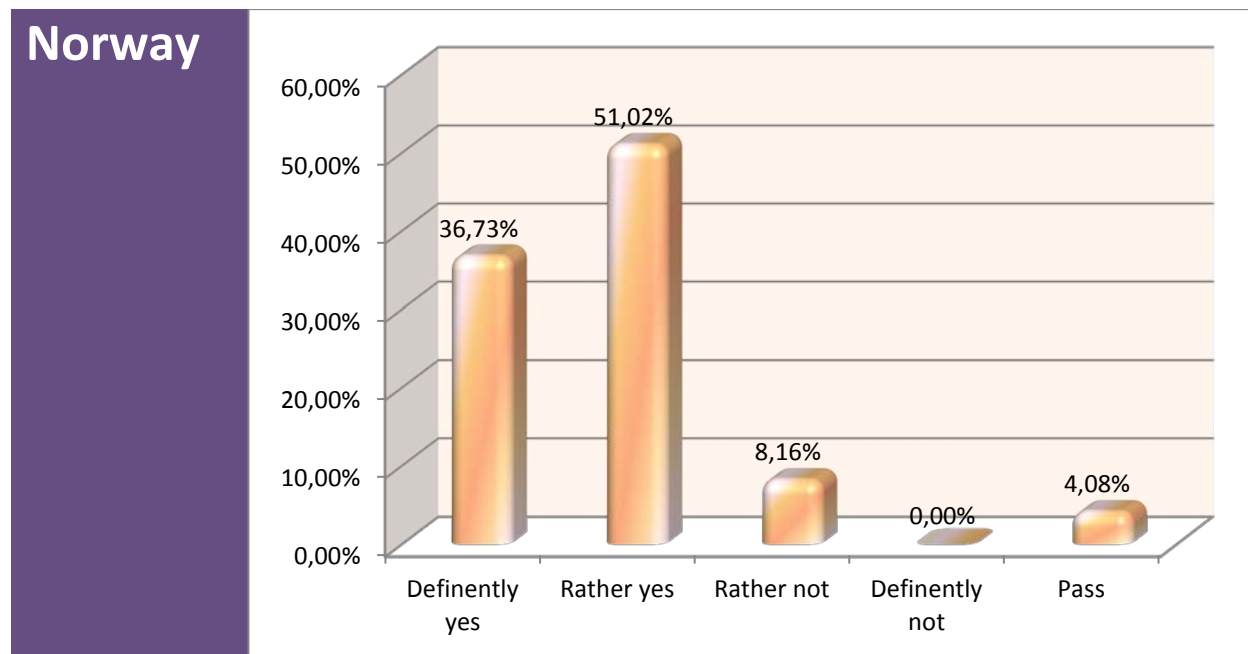
Poland

- The greatest motivation for learners to study is the opportunity to get education, a decent job, and as a result, a high salary. The vast majority of students maintain that they are learning for their own benefit in order to have a better career prospects.
- The final matura exam is often a good motivation for studying. Students would have the doors closed on further education if they didn't take this important test.
- Education enables them to achieve dream goals, fulfill their ambitions and develop interests as well as explore the knowledge about the world.
- There was only one person that mentioned good marks and parents.
- Students frequently talk about studying English which is essential, in their opinion, since it opens the door to lots of possibilities, such as travelling, a good job in Poland and abroad.
- Six students responded that they have no motivation for learning.

Summary *The majority of the surveyed has the same motivation for studying; their future career and/or future studies. Only a few of the surveyed do not have any motivation at all.*

V. Learning competence

5. Does school prepare you well for further studies?



Summary *Both Polish and Norwegian students think that their school prepares them well for further studies.*

VI. Social and civic competence

1. What difficulties occur when you are communicating with people from another country? (except language problems)

Norway

- “We might not have the same humor or they might not catch up on sarcasm or irony”
- “We have different norms and traditions”
- “Cultural and religious differences”
- “Nothing”

Poland

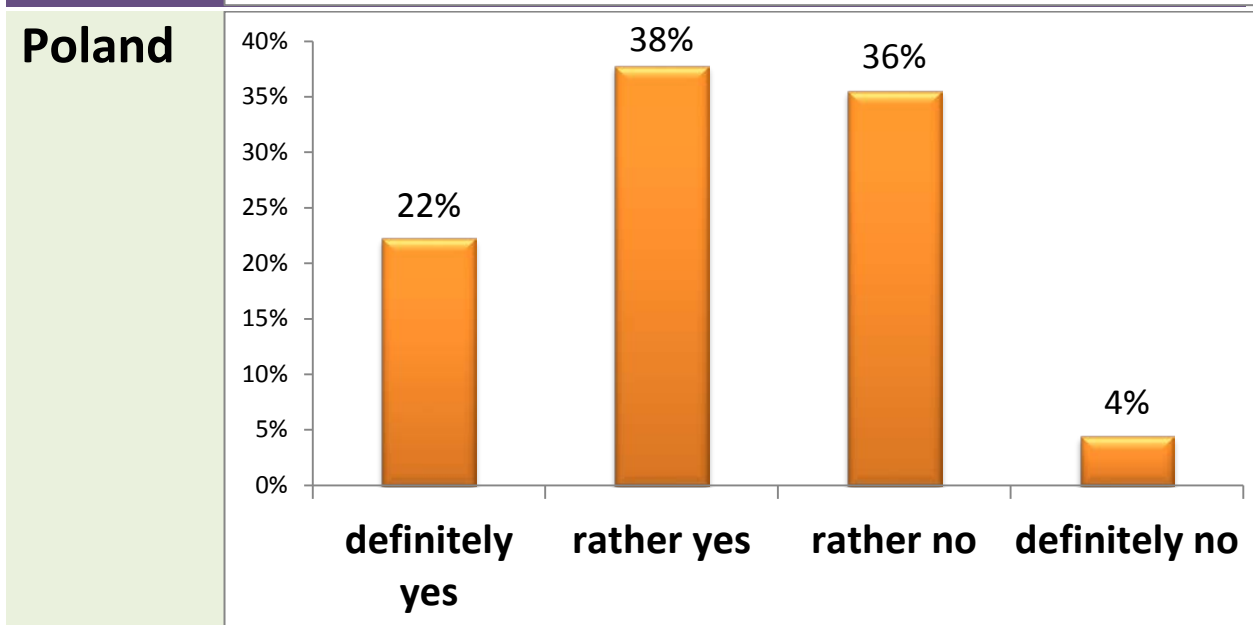
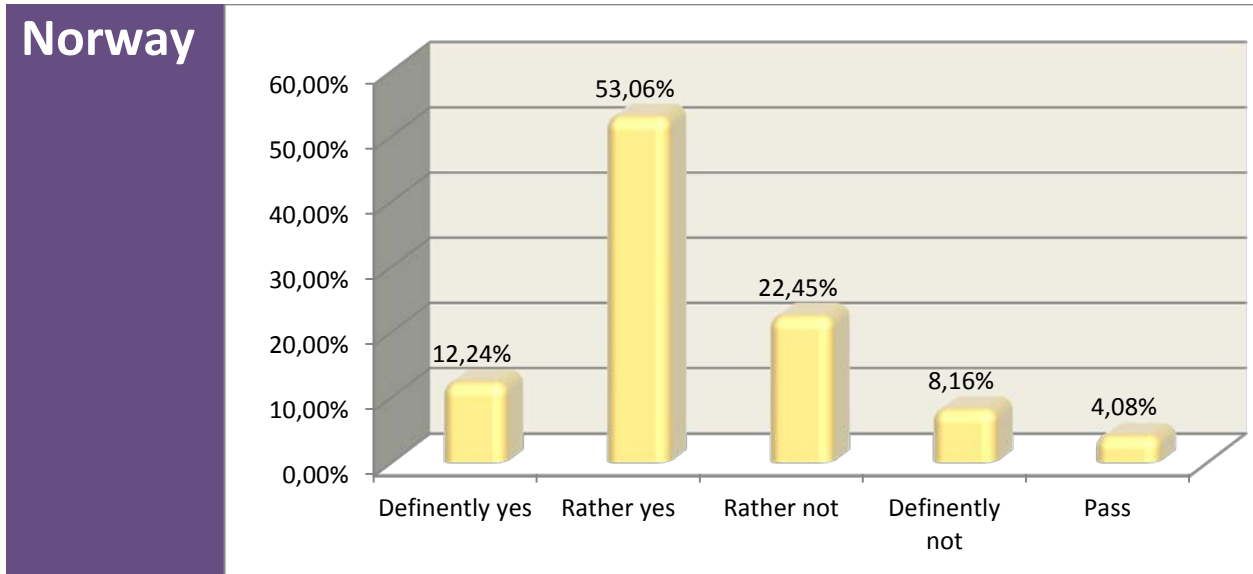
The most frequent reply was:

- ✓ cultural differences,
- ✓ different customs , traditions, mentality,
- ✓ religious differences,
- ✓ the lack of knowledge about the culture of a given country,
- ✓ body language, behavior that might be understood in various countries in a different way.

Summary *The surveyed agrees that culture, religion, body language, traditions and mentality are the main problems when communicating with people from other countries (except language problems).*

VI. Social and civic competence

2. Are you interested in the economic and political situation of the country?

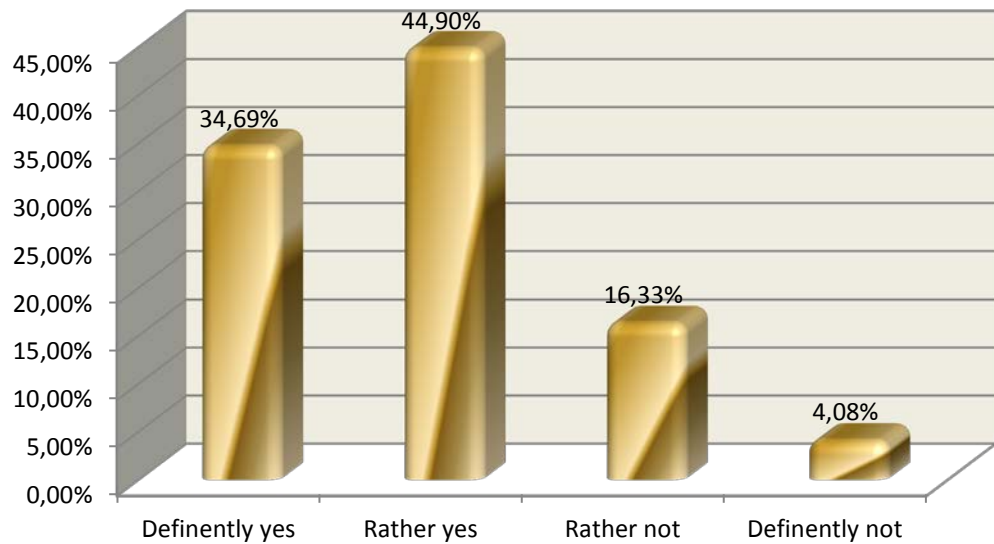


Summary *Most of the surveyed take much, or some interest in the economic and political situation of their countries. Only a few students are not interested at all.*

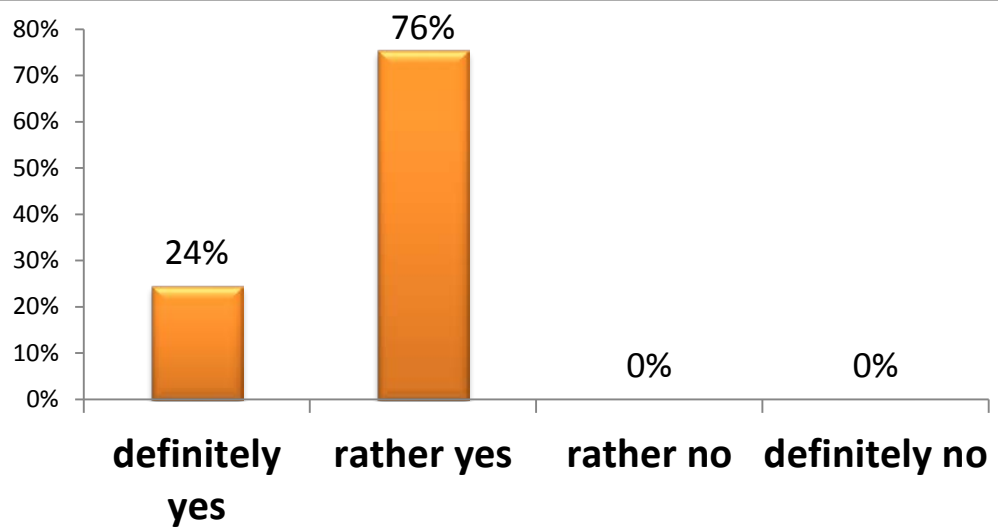
VI. Social and civic competence

3. Do you know your rights and duties as a citizen?

Norway



Poland

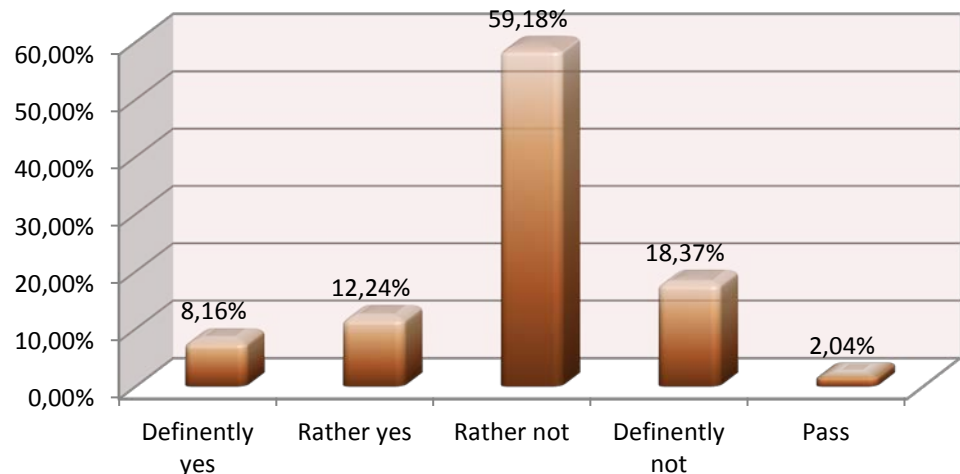


Summary *All of the Polish students think they know their rights and duties as a citizen – on a bigger or smaller scale. The Norwegian students are a bit more unsecure of their rights and duties as a citizen.*

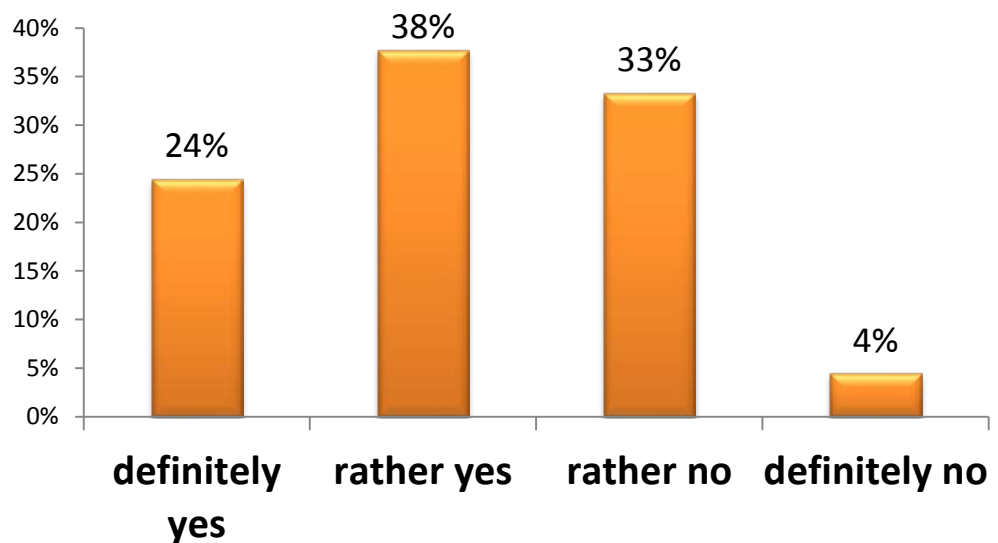
VI. Social and civic competence

4. Do you participate in social campaigns, activities (volunteering, environmental campaigns, charity events etc.?)

Norway



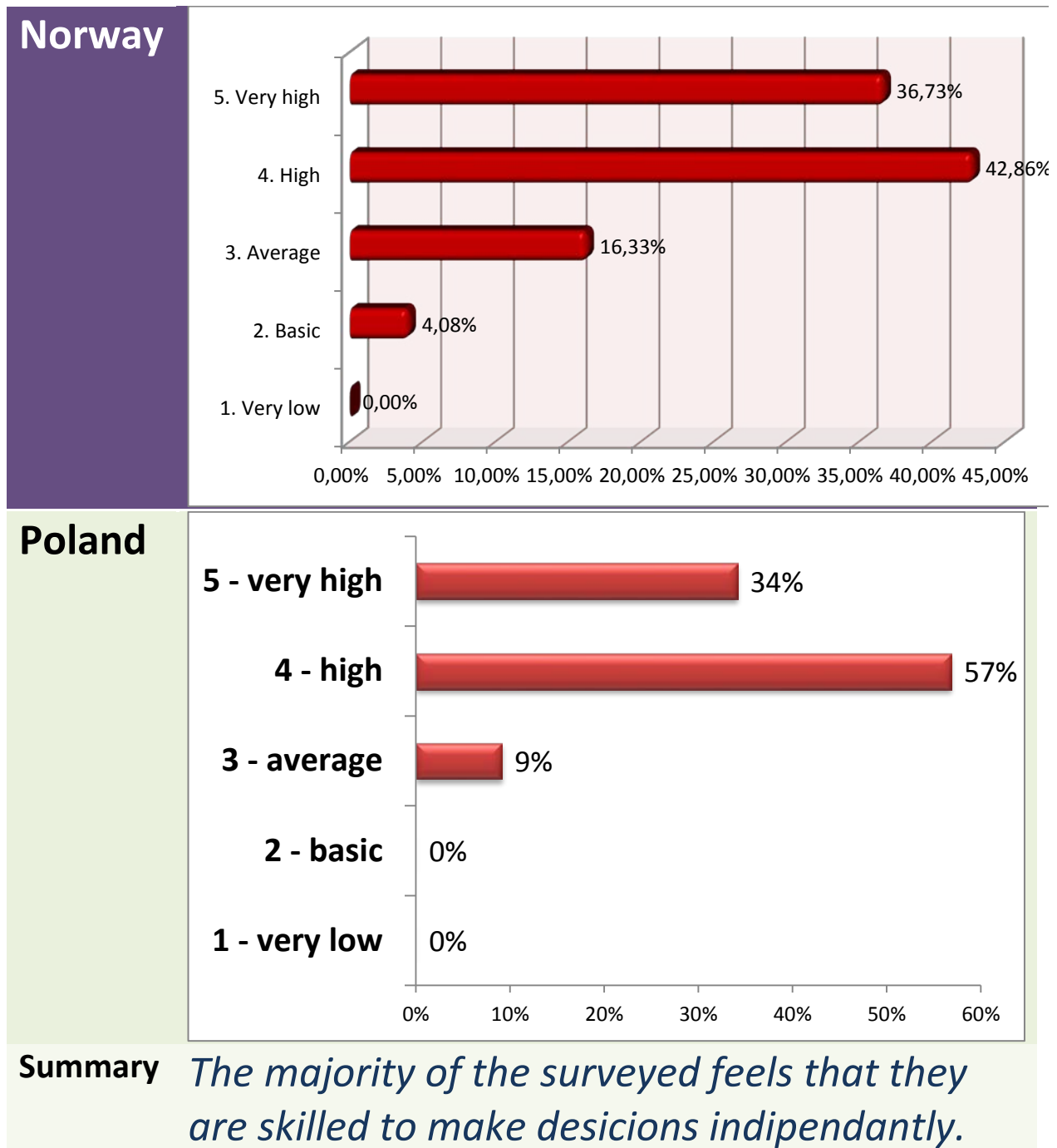
Poland



Summary *The majority of the Polish students answered that they would «definently yes» or “rather yes” participate in social campaigns or activities.
The majority of the Norwegian students answered that they would “rather not” participate in the above.*

VII. Initiative and entrepreneurship

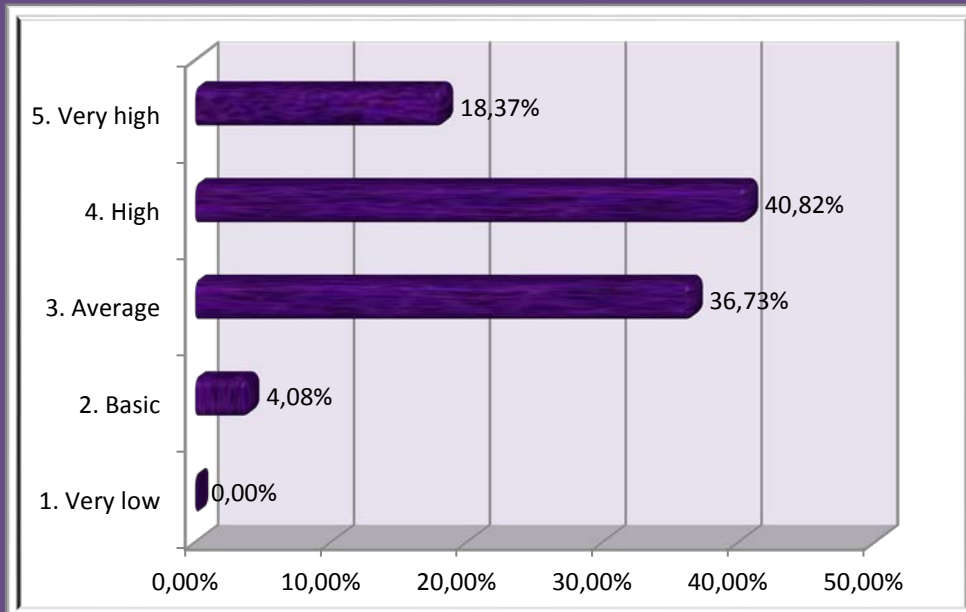
1. How to evaluate your skills of making decisions independently on the scale from 1 to 5?



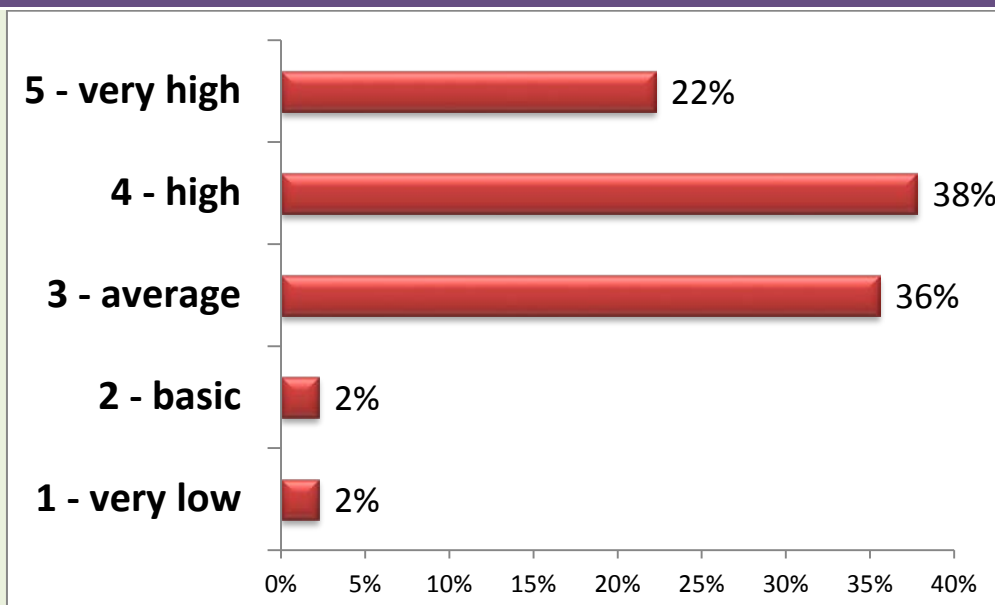
VII. Initiative and entrepreneurship

2 – 1. Are you enterprising? Can you take an initiative? Evaluate the level of your skills from 1 to 5.

Norway



Poland



Summary

Most of the surveyed rated themselves to "3 – Average" and "4 – High" when it comes to being enterprising and taking initiative. Some also rated themselves to "5 – very high". Very few students did not think they had any skills in the above.

VII. Initiative and entrepreneurship

2.– 2. Why do you think so?

Norway

Average

- «Because I am too insecure of myself»
- “I could probably take more initiative”
- “Because I am afraid my point is stupid”
- “I mostly let other people take the initiative because that is easier”

High

- «I am interested and want to take the lead»
- “I very often take initiative in teamwork, such as presentations, and I would say I have good leader skills”
- “I often tend to take the responsibility and lead a group when no one else does”

Very high

- «I have been independent all my life. My parents always gave me a chance to choose by myself. Now I live alone in another city, work and survive by myself»
- “I know when I need to take hold of a situation. I can sense when I need to take initiative to move forward”

Poland

- 96 % of the surveyed students indicated at least average level of skills connected with taking an initiative, being enterprising.
- The most frequent cause of such evaluation were the following factors:
 - ✓ features of character,
 - ✓ skills in solving problems,
 - ✓ skills in surviving in different situations,
 - ✓ skills in setting goals, planning,
 - ✓ skills in managing money,
 - ✓ Independence,
 - ✓ leadership abilities,
 - ✓ skills in organizing work.

Summary

All of the surveyed has got some skills on a higher or bigger scale in entrepreneurship and taking initiative. Why they think so is very similar among the Polish and the Norwegian, and it boils down to whether they think they have skills in; character, problemsolving, responsibility, organization, planning, independency and leadership abilities.

VII. Initiative and entrepreneurship

3. How do you understand “teamwork”? When does it bring good results? Give examples of teamwork at school.

Norway

- “Teamwork means that you work well with another person. At school we do teamwork when making presentations.”
- “Teamwork is when we combine our skills and work together. Power point presentation for example.”
- “Teamwork brings the best results if everyone in the group does their best, so that one person does not have to do all the work”
- “Teamwork means that I do all the work, and everyone gets credit.”

Poland

- For majority of students team work consists in:
 - ✓ ability to cooperate,
 - ✓ ability to share duties fairly,
 - ✓ confidence and respecting one another.
- Team work brings good results when:
 - ✓ everybody is engaged,
 - ✓ there is a mutual respect,
 - ✓ we are trying to understand the person we are working with.
- A good example of a team work is:
 - ✓ projects,
 - ✓ preparing various celebrations and festivals,
 - ✓ group work at lessons.

Summary

The Polish and Norwegian students agrees that team work is several students who combine their skills, cooperates, share duties, respect each other and work together in projects (for example a power point presentation or a school project).

VII. Initiative and entrepreneurship

4. Do you like school? Why?

- Norway**
- “Yes, I like school. I learn a lot, and school is very important for developing good social skills and developing yourself as a person”
 - “No, not enough practical work”
 - “I don’t ‘like’ school, but it is a place we need to be to become something in the future”
 - “I think it can be OK at school. It depends a bit whether I am interested in the subject or not.”

- Poland** The surveyed like school because:
- ✓ there is a friendly and nice atmosphere,
 - ✓ they have the opportunity to meet friends,
 - ✓ they have a chance to find out about something interesting,
 - ✓ they can acquire and develop their knowledge,
 - ✓ they can prepare for institutions of higher education.

Summary *The difference here is that the Norwegian students seem to think mostly about their future career and/or education when they go to school. Some find great motivation in that, and like school very much, others do not find so much motivation in only thinking about their future, and do not like school as much.*

The Polish students think about their future too, but they also like school because of the atmosphere and their friends.

VII. Initiative and entrepreneurship

5. How does school develop your interest and passions? Give examples.

Norway

- “By going to school, I have developed a passion for science. It has also given me an interest to study medicine”
- “School has developed my interest in some subjects, such as chemistry. It has given me the chance to travel a lot as well, and opened my eyes for studies abroad”
- “It doesn't”
- “I can get creative if I want to”

Poland

- Majority of surveyed students claims that school develops their interests through:
 - ✓ organizing competitions and events promoting culture of other countries,
 - ✓ extra activities on different subjects,
 - ✓ choir,
 - ✓ drama classes,
 - ✓ sports activities.
- 12 students said that school does not develop their interests and hobbies, They maintained that their interests are beyond school's activities.
- *‘The school organizes sports and artistic activities, so I am confident that everybody may find something for themselves.’*

Summary

The answers here are quite similar – the majority of the surveyed think that school does develop their interests and passions, while some students do not think so at all.

The difference is that the Norwegian students have interests and passions in for example science, medicine, studies abroad and creativity.

The Polish students find their interests and passions in projects involving other cultures/countries, choir, sports, drama classes and extra activities on different subjects.

VIII. Awareness and cultural expression

1. Why is awareness of cultural heritage important?

- Norway**
- “It is important because if you don’t know where the culture comes from, you don’t know why they do certain things in that culture”
 - “To bring it to the next generation”
 - “It is a part of who you are, and being aware of your cultural heritage makes you feel like you belong somehow”
 - “It may affect the society we live in today”

- Poland** Most frequently reoccurring answers:
- ✓ because we should know our own culture and history,
 - ✓ knowledge about the past allows for developing national awareness,
 - ✓ we should be aware of our own identity. ‘who we are and where we come from’,
 - ✓ such knowledge makes us become conscious citizens,
 - ✓ a nation would not exist without such awareness.

Summary *All of the surveyed agrees that cultural heritage is important for various reasons, in short – because it is important to have knowledge about your past, your roots, your presence, your heritage, your existence.*

VIII. Awareness and cultural expression

2. How do you understand “cultural diversity”?

- Norway**
- “A mix of cultures that live side by side”
 - “That people from all over the world has different traditions, cultures, religions, beliefs”
 - “Different ethnic groups, interests and languages”

Please note that 53,06% percent did not answer, or wrote that they did not understand the question

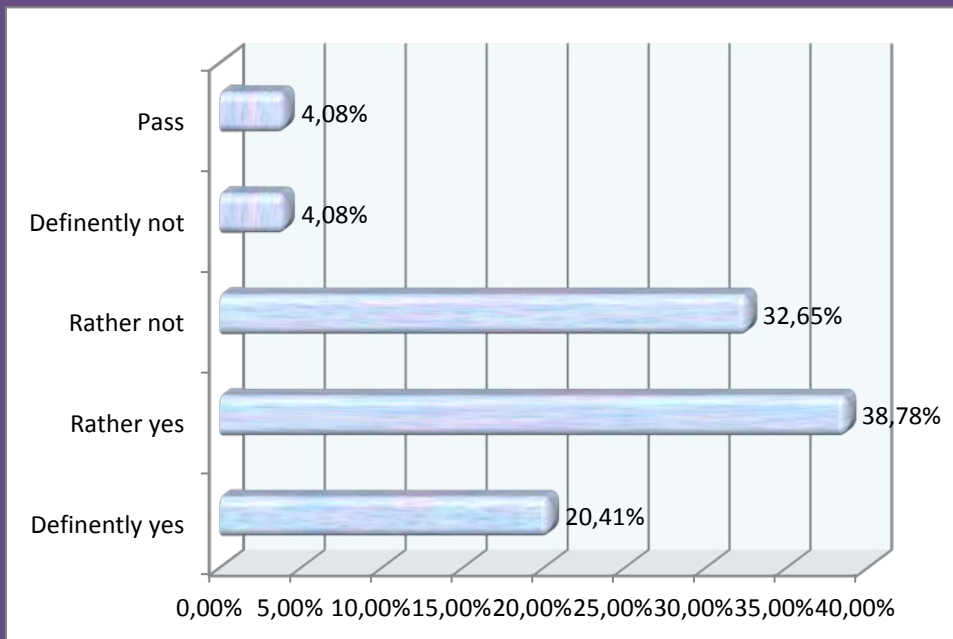
- Poland** Most frequently reoccurring answers:
- ✓ different origin, religion, roots,
 - ✓ it is a phenomenon of mixing two or more cultures,
 - ✓ diversity of customs, traditions, depending on origin,
 - ✓ tolerance towards other cultural minorities,
 - ✓ it means people who come from different cultures,
 - ✓ it is a group of people who come from various countries with different traditions, attitudes to the world.

Summary *The answers among the Norwegian students who understood the question and the Polish students are quite similar, and they all agree that cultural diversity is mixes of cultures living side by side with an awareness of that the different cultures have different customs, traditions, tolerances, religion, interests, languages and ethnic groups.*

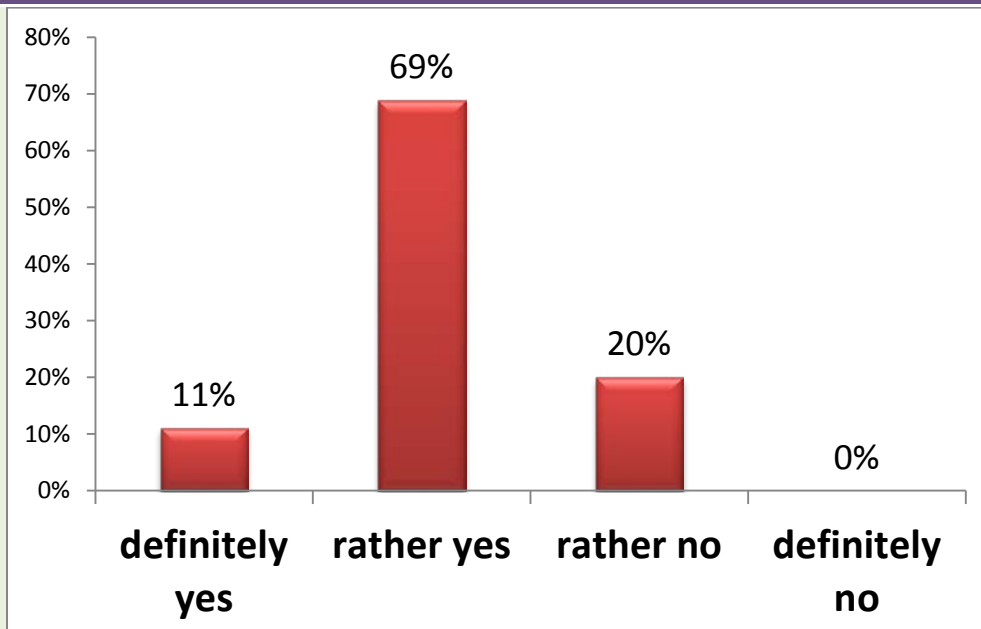
VIII. Awareness and cultural expression

3. Do you follow cultural events in your town?

Norway



Poland

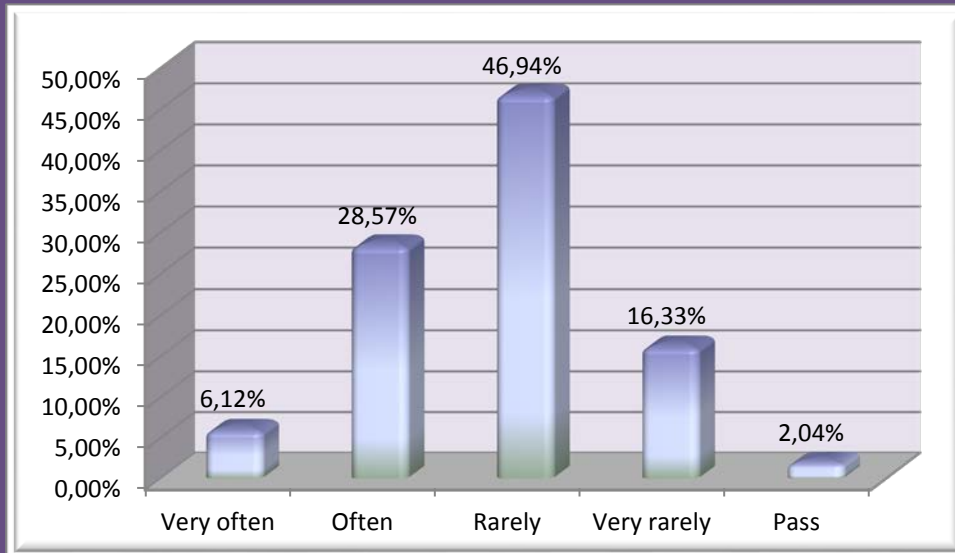


Summary 80% of the Polish students answered “definently yes” or “rather yes” when they were asked if they follow cultural events in their town, while 59,19% of the Norwegian students answered “definently yes” or “rather yes” on the same question.

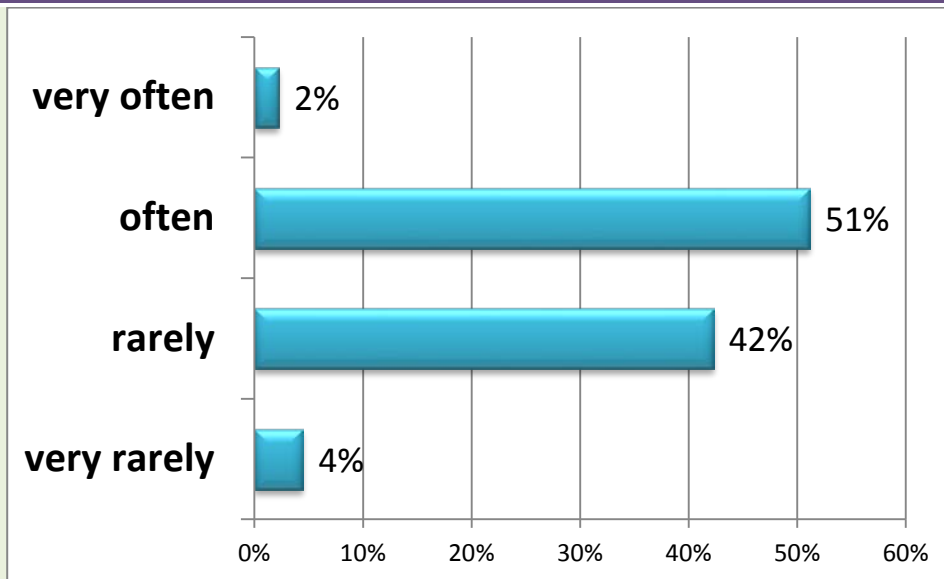
VIII. Awareness and cultural expression

4. How often do you participate in cultural events?

Norway



Poland



Summary *The majority (46,94%) of the Norwegian students answered «rarely» when asked how often they participate in cultural events while the majority (51%) of the Polish students answered “often” when they were asked the same question. The difference may be due to limited access to cultural events in Kristiansund.*

During the meeting in Norway common workshops were held where participants had a chance to analyze conducted lessons, to learn about the ways of managing the school in Norway as well as to find psychological assistance given to students with special educational needs.

Polish and Norwegian teachers gave multimedia presentations.

RESULTS ATLANTEN – PRESENTATION BY LENE HOEL



ABOUT OUR SCHOOL

- About 500 students, 74 employees (about 50 teachers)
- Only general studies:
 - Sports and Physical Education (Sports)
 - Music, Dance and Drama (MDD)
 - University studies (US):
 - Programme for Natural Science and Mathematics Studies
 - Programme for Languages, Social Sciences and Economics Studies

SUCCESSFULLY COMPLETED

General studies	%	%	%
	Norway	Møre og Romsdal	Atlanten
Successfully completed	77,7 %	79,5 %	79,7 %

General studies	Norway	Møre og Romsdal	Atlanten
Successfully completed	77,7 %	79,5 %	79,7 %
Completed, but failed	11,2 %	11,1 %	11,1%
Completed, but miss assessment	6,3 %	4,1 %	4,6 %
Drop out	1,7 %	1,6 %	3,3 %

THE DIFFERENT PROGRAMS

	%	%	%
ATLANTEN	Sports	MDD	U-ST
Successfully completed, VG1 + VG2 + VG3	87,7 %	69,2 %	84,5 %
Successfully completed, VG3	84,0 %	87,5 %	77,7 %
Successfully completed, VG2	87,0 %	50,0 %	77,1 %
Successfully completed, VG1	92,0 %	72,2 %	97,0 %

Causes, VG1 + VG2 + VG3	Sports	MDD	U-ST
Completed, but failed	6,8 % (5)	15,4 % (8)	11,0 % (40)
Completed, but miss assessment	2,7 % (2)	7,7 % (4)	1,4 % (5)
Drop out	1,4 % (1)	7,7 % (4)	2,5 % (9)

DROP OUT – CAUSES

VG1 + VG2 + VG3	Sports	MDD	U-ST
Absence	0	0	1
Started at an other school	1	2	3
Personal reasons / disease	1	1	8

Total average absence per student VG1 + VG2 + VG3	Sports	MDD	U-ST
Days	7,95	9,21	7,94
Hours	28,42	37,94	18,34

GRADE INPUT – GRADE OUTPUT

	Sports	MDD	U-ST
Grades from lower secondary school	44,42	43,34	45,4
Grades from upper secondary school	43,36	42,1	41,44
Difference	-1,06	-1,24	-3,96

FACTORS INFLUENCING LEARNING

	Sports	MDD	ST
MOTIVATION			
1.1 Motivation	3,77	3,72	3,78
1.2 Effort	3,84	3,74	4,01
1.3 Mastering	3,95	3,89	4,03
1.4 Professional challenges in the subjects	4,02	3,92	4,22
LEARNING ENVIRONMENT			
2.1 Well-being	4,54	4,38	4,29
2.2 Safe environment	3,45	3,74	3,69
2.3 Bullying at school	4,89	4,97	4,91
LEADERSHIP			
3.1 Support from the teachers	3,88	3,83	3,85
3.2 Good working environment	3,30	3,68	3,58
3.3 Student democracy and involvement	3,12	3,43	3,13
3.4 Common rules	3,83	3,97	3,75
ASSESSMENT			
4.1 Assessment for learning	3,50	3,55	3,30
4.2 Students involved in assessment	2,69	2,80	2,46

OUR PRIORITY

- Assessment for learning
- Leadership in the classroom

THE RIGHT TO SPECIAL EDUCATION – PRESENTATION BY ÅSHILD SKARET



SECTION 5-1. THE RIGHT TO SPECIAL EDUCATION

Pupils who either do not or are unable to benefit satisfactorily from ordinary teaching have the right to special education.

OUR EDUCATION PROGRAMS AND SPECIAL EDUCATION

Music, dance and drama – 3 pupils

Specialization in general studies – 4 pupils

Sports and physical education – 2 pupils

General studies only. Emphasize theoretical knowledge and lead to university admissions certification.

COUNSELING AND GUIDANCE

- Educational and vocational counselor
- Socio-educational counselor
- The Educational Psychological Service (PPT)
- Section manager – leader
- Meeting once a week

ADAPTED EDUCATION

- Try out measures that allow the pupil to benefit from regular teaching
- Use of Fronter
- Tests and exams – adapt
- Books – audio, extra set

PHASES IN OUR WORK

- Students unable to benefit satisfactorily from ordinary teaching
- Carry out necessary investigation to establish whether the pupil needs special education
- Expert assessment
- Taking a decision to commence special education
- Individual subject curricula
- Written summary of the education and an assessment of the pupil`s development

PPT

- Expert assessment before we take a decision concerning special education.
- Does the pupil need special education, what kind of instruction should be provided

EXPERT ASSESSMENT

- The pupil's learning outcome from the ordinary educational provisions
- – learning difficulties the pupil has and other special conditions of importance to education
- – realistic educational objectives for the pupil
- – whether it is possible to provide help for the pupil's difficulties within the ordinary educational provisions
- – what kind of instruction it is appropriate to provide

PLANNING

- Meeting the pupil and the pupil's parents
- Considerable emphasis is placed on their views.
- Agree upon special education – subjects, how many lessons, when, where, how
- Avoiding lessons with only pupil and teacher, preferring small groups.
- Meetings regularly

ADMINISTRATIVE PROCEDURES

- Decision to commence special education

INDIVIDUAL SUBJECT CURRICULA

- Specify educational objectives and content
- Indicate how the teaching is to be carried out
- Once a year: a written summary of the education received by the pupil and an assessment of the pupil`s development
- Development on the aims stipulated in the pupil`s individual curriculum

MEET LIZA

- 16 years, struggling with her mental health
- Academic skills ok, except in mathematics
- No marks in Physical Education
- Ambitious girl, but her thinking about herself is negative.
- Also struggling with eating disorder, some suicidal thinking
- Lost a lot of education during her time in lower secondary school, entitled to special education.

CONTENT OF SPECIAL EDUCATION

- Need of feeling safe and persons who can provide stability.
- Needs of praise and given positive feedback
- Special education in mathematics and English
- Flexible resources because of her difficulties
- Teaching in smaller classes/individually
- Organization of tests and exams – more time, oral tests, a room of her own.

CHAPTER 6 OF THE REGULATIONS TO THE EDUCATION ACT

- Some groups of applicants may, have preferential rights to admission. The preferential right may apply to all levels of upper secondary education.
- The rules governing admission after an individual treatment are to be found here

PREFERENTIAL RIGHTS

- for applicants to a specific education program at Vg1
- for applicants with severe functional disabilities
- for applicants with the right to instruction in the use of sign language and through the medium of sign language
- for applicants with an individual decision as to extended time
- for applicants with an individual decision about special language education
- for applicants who have recently come to Norway

INDIVIDUAL TREATMENT

- for applicants to Vg1 who are entitled to special education and who do not have a grade in more than half of the subjects
- for applicants to Vg1 who have had special language education in primary/ lower secondary school and who do not have a grade in more than half of the subjects
- for applicants to Vg2 or Vg3 with individual decisions about special education and who do not have a grade in more than one subject or who are following a planned pathway towards documented partial competence

For applicants who must be treated individually for other special, weighty reasons

THIS MEANS

- The government wants fewer pupils on special education
- A report from our county authority says that some of the special education given is close to the adapted education. They want more adapted education
- Questioning the effect of special education

QUESTIONS

- Is it possible to reduce the use of special education without breaking the right given in chapter 5 of the Education Act?
- How can we strengthen the adapted education and reduce special education?

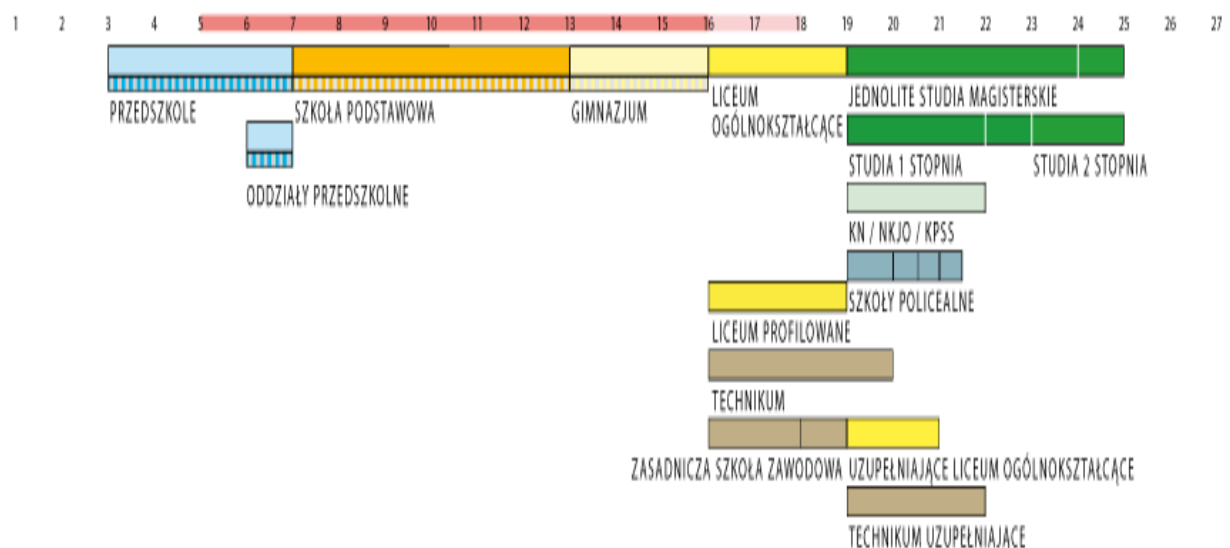
SOURCES




















- http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/dokumenter/EducationAct_with_amendments_entered2013.pdf
- <http://www.vilbli.no/?Falang=&Lan=3>

THE SYSTEM OF EDUCATION IN POLAND. LEADERSHIP AT SCHOOL – PRESENTATION BY MAŁGORZATA KULESZA



THE SYSTEM OF EDUCATION IN POLAND



 Pre-primary education <i>For which the Ministry of Education is not responsible</i>	 General lower secondary education	 Tertiary education - ISCED 5A
 Pre-primary education <i>For which the Ministry of Education is responsible</i>	 Vocational lower secondary education	 Tertiary education - ISCED 5B
 Primary education	 General upper secondary education (ISCED 3)	 Part-time or combined school and workplace courses
 Single structure education: integrated primary and lower secondary	 Vocational upper secondary education (ISCED 3)	
 Compulsory full-time education	 Additional year	 Study abroad
 Compulsory part-time education	 Compulsory work experience + its duration	Allocation to the ISCED levels:  ISCED 0  ISCED 2  ISCED 1

DISTRIBUTION OF RESPONSIBILITIES

1. The Ministry for Education

2. Educational Supervisory Bodies (Kuratorium) supervising schools at regional level on behalf of the Ministry.

3. Local government administration bodies responsible for education.

4. Public in-service teacher training centers financed by the central government or local authorities.

5. A Central Examination Board with several regional units.

7. Universities, other state-run and private higher education schools offering M.Sc. and M.A. courses for teachers.

8. Other groups of auxiliary institutions e.g., NGOs operating in the field of education.

DISTRIBUTION OF RESPONSIBILITIES

Institutional Level

The head of a school or a kindergarten is appointed by the school managing body, through open competition, for a five-year term.

Deputy school head is appointed by the school head after consultation with the school council, the teachers' council and the school managing body, e.g. the commune or the district.

DISTRIBUTION OF RESPONSIBILITIES

Institutional Level

- Teachers' Council
- Parents' council
- Pupils' self-government

CURRICULAR CONTROL AND CONTENT

Core curricula for compulsory teaching, created at the central level by the Ministry of Education, are the same for all pupils.

Teachers can choose the textbooks from a list approved by the ministry.

Teachers are free to decide the teaching and assessment methods introduce innovative teaching methods and choose curricula which are approved by the school head.

Teachers can develop their own curricula – based on core curricula – and submit them to their school head for approval.

GENERAL UPPER SECONDARY SCHOOL *LICEUM*

Curriculum includes the following subject to be taught with minimum number of teaching hours by subject in the period of 3 years (basic level)

- Polish language 360
- Two modern languages – 450
- Cultural studies - 30
- History 60
- Entrepreneurship - 60
- Knowledge about society - 30
- Geography - 30
- Biology - 30
- Chemistry - 30
- Physics - 30
- Mathematics- 300
- Information Technology- 30
- Physical education - 270
- Safety education - 30
- Subject with extended level and extra subject - 870
- Lessons with the class tutor - 90

SUBJECT TAUGHT AT THE EXTENDED LEVEL ADDED TO THE NUMBER OF HOURS DEFINED FOR THE BASIC LEVEL

Polish language, History, Geography, Biology, Chemistry, Physics, History of music, History of art, Latin and ancient culture and Philosophy – **240 teaching** hours each

Modern foreign language, Knowledge about society, Mathematics and IT – **180 teaching hours each**

The school head decides upon the list of subjects to be taught at the extended level of which a pupil chooses from 2 to 4 subjects under the condition that one from the following four subjects is chosen:

History, Geography, Biology, Chemistry or Physics.

ADDITIONAL SUBJECTS

- History and society
- Natural science

A pupil who does not follow *History* at the extended level has to follow the curriculum of the additional subject ***History and society (120 hours)***.

- A pupil who does not follow *Geography, Biology, Chemistry or Physics* at the extended level has to follow the curriculum of the additional subject ***Natural science (120 Hours)***.

FOREIGN LANGUAGES, RELIGION/ETHICS

The distribution of hours between the two foreign modern languages is left to the school head's discretion.

Non-compulsory Religion/Ethics classes are also included in the curriculum. (180 hours)

ASSESSMENT

On the completion of the 3-year general upper secondary school pupils are awarded a school leaving certificate on the basis of school results, without a final examination.

It gives access to the matriculation exam or to post-secondary education.

MATRICULATION EXAMINATION

External National Examination

The Central Examination Commission and eight Regional Examination Commissions are wholly responsible for the matriculation exam.

It consists of

- a written part, prepared and assessed by Central (Regional) Examination Commissions,
- oral examinations, prepared by Central Commission and assessed by school teachers.

Matriculum Exams - compulsory only for receipt of the matriculation certificate and to gain access to higher education

MATRICULATION EXAMINATION

Graduates must proceed to four compulsory exams:

- the Polish language (written and oral),
- mathematics
- modern foreign language (written and oral)

Examinations of these subjects are compulsory at primary level

- one additional subject at the advanced level :biology, chemistry, physics and astronomy, geography, history, music history, art history, mathematics, social studies, knowledge about dance, philosophy, science and Latin language and ancient culture.

Graduates can choose up to six additional subjects.

Matriculation examination is passed, if graduate in the oral and the written part of each compulsory subject receives at least 30% of points available for the examination of the subject.

The results of examinations at the advanced level of compulsory and optional subjects have no impact on obtaining the certificate of maturity, are valid only for admissions.

ADMISSION

The joint application system to upper secondary education

The selection of students for general secondary school is based on their grade point average for theoretical subjects on the basic certificate.

The joint application system is a local procedure that education institutions use when selecting new students.

TEACHERS

The school head is the employer for all teachers working in a given school.

The working time of teachers may not exceed 40 clock hours per week

The compulsory weekly load is

- 25 teaching hours for pre-primary school teachers;

- 18 teaching hours for teachers in special pre-primary schools, primary, lower secondary and upper secondary schools;

Besides teaching time, teachers are obliged to be available at school 2 extra teaching hours in primary and lower secondary schools and one extra teaching hour in upper secondary schools.

HOW CAN SCHOOL LEADERS INFLUENCE TEACHERS' LEARNING AND STUDENTS' LEARNING OUTCOMES IN A LEARNING ORGANISATION?



A leader is someone who:

- Encourage critic and reflexive management policy
- Demonstrates conflict resolution and problem solving skills
- Has a strong moral reasoning skills and is a person of integrity
- Shares and enhances relating forms of leadership
- Displays positive energy
- Is able to listen actively
- Uses communication properly and effectively
- Makes each one to feel special
- Has followers
- Cares for others
- Makes a lasting impact on people
- Can influence people
- Is flexible and adaptive to changes
- Has ability and intuition to see beyond the present (visionaryism)
- Is a source of courage, optimism, supporting and enthusiasm
- Shows determination and decision

LEADERSHIP

- Good school leaders lead good schools
- Leaders have to understand and personally feel benefit of collaboration. If they will not feel this benefit, they will never use collaborative approach.

Role of leader is “to build relationships, to engage others...it requires transfer of authority from the individual to the collective. Only collective engagement can help solve a problem.

A LEARNING ORGANIZATION

- Focus on the pedagogical platform and secure the understanding of common concepts .
- Common ground for teachers:
 - Rules
 - Regulations
 - Duties
 - Schemes
- Teachers need to share , to collaborate and participate in teamwork. It is helpful to develop practices and norms that sustain the development.

PLANING IMPORTANT

- Step by step – give time for development
- A close link to teaching in the classrooms
- Distribute leadership, shared responsibilities
- Make priorities
- Separate everyday tasks from the new tasks

MY PRESENT UNDERSTANDING OF LEARNING ORGANIZATION

- We must learn from, with and through each other.
- Everyday problems must be the point of departure.
- Learning and doing in a circular process.
- We must be able to see the whole picture as well as the details.
- Questions should be raised where they belong.
- Action based learning relating to scientific research creates an ongoing process of change
- All levels of organization must be involved.

TEACHERS' LEARNING

- Common concept of words
- Develop models,
- Teacher's meetings, well prepared
- Make frames for cooperation and teamwork
- No room for private practice.

ADJUSTED LEARNING PLANS

- Work plans with focus on learning goals and ways to learn.
- Same templates, regulations , rules – well known by students and parents

Learning goals – this is what you need to learn – how can you learn – ideas / tasks to be done

„There are leaders and there are those who lead. Leaders hold a position of power or authority, **but those who lead inspire us.** Whether they're individuals or organizations, we follow those who lead, not because we have to, but because we want to. We follow those who lead, not for them, but for ourselves. And it's those who start with "why" that have the ability to inspire those around them or find others who inspire them.’

Simon Sinek /*Leadership expert*/ „How great leaders inspire action’ TED

„Są przywódcy i tacy co przewodzą. Przywódcy zajmują stanowiska siły i władzy. **Natomiast ci co przewodzą inspirują nas.** Czy to pojedyncze osoby, czy to organizacje, podążamy za tymi co przewodzą, nie dlatego, że musimy, lecz dlatego, że chcemy. Podążamy za tymi co przewodzą, nie dla nich, lecz dla nas samych. Ci, którzy zaczynają od "dlaczego" mają zdolność inspirowania wszystkich wokół lub znalezienia innych, którzy ich zainspirują.”

Simon Sinek /*Leadership expert*/ „How great leaders inspire action’ TED

ABOUT THE CHANGES IN EDUCATION

"There are three sorts of people in the world: those who are immovable, people who don't get, they don't want to get it, they're going to do anything about it. There are people who are movable, people who see the need for change and are prepared to listen to it. And there are people who move, people who make things happen." And if we can encourage more people, that will be *a movement*. And if the movement is strong enough, that's, in the best sense of the word, a revolution (in education).

/Sir Ken Robinson/

SOURCES

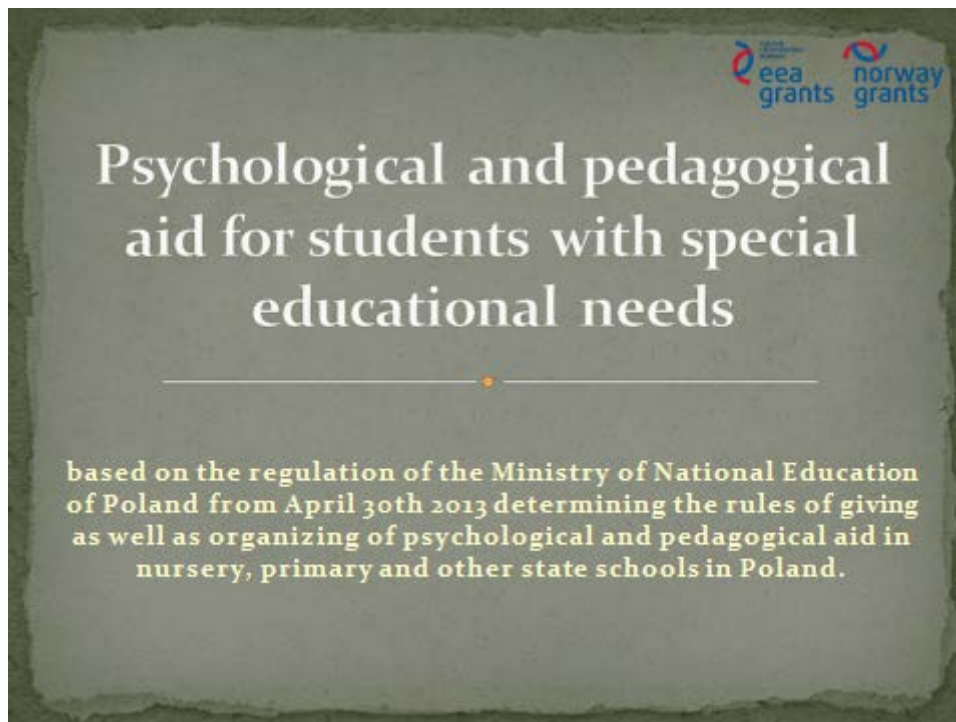
The System of Education in Poland

Polish EURYDICE Unit Foundation for the Development of the Education System (FRSE)

How leaders inspire?

<http://pest-prog.ning.com/profiles/blogs/how-leaders-inspire>

PSYCHOLOGICAL AND PEDAGOGICAL AID FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS – PRESENTATION BY MARIOLA BARAN, JOANNA ŚLIWA AND KRYSZYNA KOŁODZIEJSKA



Psychological and pedagogical aid given to a student at school involves recognizing and fulfilling individual needs connected with his/her development and educational process. It also includes recognizing his/her individual psychophysical abilities which result from:

- disability;
- social maladjustment;
- social maladjustment threat;
- special skills and abilities;
- particular difficulties in the process of learning
- language communication disorder;
- chronic disease;
- crisis or trauma situation;
- educational failures;
- environmental neglects connected with the student's or his/her family's social status, way of spending free time, as well as his/her relation with peers;
- adaptive difficulties related to cultural differences or changing of educational environment (including emigration).

- Psychological and pedagogical aid is free and voluntary.
- The aid is organized by school headmaster.
- The aid is provided by teachers, tutors, as well as such therapists as: psychologists, counselors, speech therapists, careers advisors and psychological therapists.

THE AID IS ORGANIZED IN COOPERATION WITH:

- parents;
- psychological, pedagogical and others health centres;
- teachers training centres;
- other schools and non-governmental organizations.

THE AID IS PROVIDED AT THE REQUEST OF:

- student;
- parents;
- headmaster;
- teacher, tutor or specialist;
- school nurse;
- health centre;
- Romani educational assistant;
- teacher's assistant;
- social worker;
- family assistant;
- probation officer.

EVERY SCHOOL DAY THE AID IS AVAILABLE FOR EACH STUDENT (BOTH INDIVIDUALLY OR IN A GROUP).

- There are different forms of the aid including advisory meetings, consultations and trainings which are conducted by teachers, tutors and other specialist.



- **The activities which develop special skills** in talented students are organized by means of stimulating methods of work. The number of participants in each group is limited up to 8 persons. Those classes last 45 minutes.



- **The corrective-compensating classes** are organized for students with developmental disorders and deviations or particular difficulties in the learning process. The number of participants in each group is limited up to 5 persons. The classes last 60 minutes.
- **The speech therapy classes** are organized for students with speech disorders, which cause communicative problems, as well as affect the learning process. The number of participants in each group is limited up to 4 persons. The classes last 60 minutes.
- **The sociotherapeutic classes** and the other therapeutic activities are organized for students with dysfunctions, as well as those whose disorders affect their social functioning. The number of participants in each group is limited up to 10 persons. The classes last 45 minutes.

- After recognition of a student's needs, a teacher, a tutor or a therapist is obliged to provide him/her an immediate psychological and pedagogical help. That help has to be in accordance with the teacher's competences, as well as it should be given during the classes which are run by that particular teacher. The class tutor needs to be informed.
- If a class tutor realizes that a student should be given a special psychological-pedagogical aid, he/she is obliged to inform other teachers about it. The tutor is also responsible for planning, as well as coordinating the aid, for example he/she has to define the form of the help, its range and schedule.

- Teachers, tutors and specialists who provide students with the help are obliged to keep all the records in accordance with the regulations. They also have to evaluate student's progress concerning the classes which are run, as well as draw the conclusions and give the suggestions about the further work.

SCHOOL THERAPIST COORDINATES THE PSYCHOLOGICAL AND PEDAGOGICAL AID AT SCHOOL. HIS/HER DUTIES INCLUDE:

- doing research and diagnosing students including diagnosing of their developmental and educational individual needs, as well as their psychophysical abilities so as to find out the reasons for their educational failures and support their talents;
- recognizing behavioral problems at school in order to solve them and support the development of students;
- providing psychological and pedagogical help using proper form of aid;
- activities focused on addiction prevention among students;

- Teachers, tutors and specialists have to work up an individual or group schedule of work for all the classes. That schedule has to be put into a class register, either for an individual student or for a group of students.
- minimalizing effects of developmental disorders, preventing behavioral disorders, as well as initiating of various methods of help in both school and afterschool environment
- initiating and running mediatory and interventional activities in crisis situations;
- providing parents and other teachers with help in recognizing and expanding individual abilities and talents;
- supporting teachers, tutors and other specialists in providing the psychological and pedagogical help.

- Psychological and pedagogical aid also includes classes connected with choice of future career, occupation, as well as planning the chosen career. The classes are run by teachers, tutors and specialists.





Thank you for your attention

Mariola Baran

Joanna Śliwa

Krystyna Kołodziejska

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videregående skole, Kristiansund – Norway.
Programme the Scholarship and Training Fund.

SOCIAL ACTIVITIES – PHOTOS







Norwegian- Polish Teacher Training Kristiansund, 30/09 - 04/10/2014

Evaluation – teachers of the XIII Liceum Ogólnokształcące Kraków/ Poland /

1. What is your general impression of the training in Kristiansund (professional and social)?

very good	good	poor	very poor
13	0	0	0

2. What is your opinion about the organisation of training ?:

very good	good	poor	very poor
13	0	0	0

3. In terms of organisation

What I liked best:

- I really liked the variety of activities proposed by the Norwegian hosts. The programme was very attractive. We participated in workshops, took part in class observations, we could exchange our remarks afterwards. But we had also a chance to visit interesting and beautiful places and spend time in a friendly atmosphere with our Norwegian colleagues.
- Ideal proportions of working time, time for socialising, exchanging opinions freely
- Very good logistics, perfect timing.
- The program of the training was very interesting and inspiring. We have enough time for working, presenting, making observations, exchanging experiences, discussing and drawing conclusions and on the other hand spending free time together with Norwegian colleagues.
- What I liked best was the sophisticated programme and interesting activities which involved both visiting the school and participating in the lessons as well as sightseeing tours especially to the Geirangerfjord.
- What I liked best was the program which was perfectly organized and involved different forms of activities.
- I think it was a very good and interesting program full of activities. It was an excellent organization and the meeting was important occasion to see and evaluate different school realities.

What I liked least

- The rather short time of the visit.

4. In terms of content

What I liked best:

- The subjects of our workshops were diverse. We discussed the problem of working with students with special needs, which is very important nowadays. Also we could compare the results of the survey conducted in both schools and draw interesting conclusions. But the most valuable I consider the class observations. Therefore I was able to observe, compare and learn a lot from my colleagues.
- Interesting presentations concerning the results of the survey.
- Visiting Norwegian lessons. Conversations with Norwegian teachers in English, on many different topics related to math teaching.
- The class observations. Comparing the methods of teaching was very interesting and inspiring.
- What I liked best was the opportunity to observe school life in Atlanten School and to watch interesting presentations. I also liked visiting Oslo, Atlanterhavsveien, Geirangerfjord and sightseeing tour around Kristiansund.

What I liked least.

- There was no such thing.

5. Please describe what you would consider to be the most significant outcome of your participation in this training (professional and social).

- I learned a lot during the training. What I consider especially valid in my work is how to deal with students with special needs, how to diagnose them and help them to manage in school. The class observations gave me a lot of hints for my work. It inspired me to look for new materials, enrich my class with multimedia tools, become a better teacher. As far as the social aspect is concerned, I made some friendships, I met fantastic, open people. I could share my thoughts and experience with my colleagues both from Norway and Poland.
- I have definitely enriched my experience with a new approach to my job, students and colleagues at work. I had an opportunity to compare and contrast both schools, systems of education, ways the Norwegian school functions, methods of solving school problems. It would be interesting to transfer some ideas to Polish conditions. Getting to know Norwegian teacher socially, understanding their way of thinking was undoubtedly a beneficial experience. Tasting Norwegian cuisine, exploring breath taking landscapes, culture and traditions additionally contributed to the fact that the trip was unique.
- The most significant was learning about organisation of teaching at Norwegian schools and discussion about different aspects of teaching and Norwegian ways of life.
- I was very much impressed by the Norwegian natural resources as well as by the culture and the history of the Norwegian nation.

- The most significant professional outcome of my participation in this training was exchanging experience in many fields with Norwegian teachers. By observing the lessons I could see how it is organized, I could analyse the method and the teachers work. Then, during workshops, we were making a wild discussion and drawing conclusions. There were presenting extensively the methods of working with students with special needs. Both presentations, Norwegian and Polish, were very significant for me, and I realized how important is the cooperation with all institutions in this case. We met people of different culture and traditions. We were visiting country of spectacular landscape. We spent time not only working, we were visiting places, having shared meals. And during this nice time we could observe Norwegian life, we could know each other better, observe our behaviour and habits. And besides the differences we spent really nice time together. For me one of the most significant social outcome of my participation in this training was using English language. I improved my English and realized that without this knowledge no program of that type could take place. I have gained a lot of experience in teamwork - both in the Polish team of teachers and intercultural group. I have increased my presentation skills in foreign language. I have expand knowledge of the culture, literature and history of Norway.
 - The most significant outcome for me seems to be the improvement of my teamwork skills thanks to the cooperation both with the Polish and the Norwegian teachers which involved mutual understanding and detailed discussion.
 - The most significant social outcome for me was gaining new abilities in analysing the survey results in a teamwork. I also had the opportunity to practise and improve my English.
 - It is an occasion to know differences and similarities in living conditions, languages, nature, lifestyle, education, school organization, students' activities and habits. Without a doubt the best aspect was meeting new people, making new friends, discovering new places, new towns.
6. Please briefly describe your plans for your personal follow-up to the participation in this training (using learning outcomes in your professional practice, proposing any changes to the work of your institution, further disseminating the outcomes by organising information or training events for colleagues locally, regionally etc.)
- I will improve my working practice using the information got in the training. I'll be more sensitive to the needs of my students, I'll pay more attention to individual work with them. I will also implement more multimedia tools in my classes. I would also like to suggest the change of the tone of the ring bell to be more "friendly" to students and teachers. I'll share the experience of the training with my colleagues from school and other institutions.
 - I would like to present my observation to my colleague teachers regarding this trip. Also, it would be beneficial for our school to take advantage of a learning platform, which would enable them to use electronic equipment in

studying. It could increase effectiveness of acquiring modern languages. Using more Internet materials might turn out to be every useful for our Polish learners. I plan to make presentation on Norway, their culture and history and their school system, for my students, and also discuss this with my colleagues in school. I will use the experience that I learned during visiting the lessons in Norwegian school for improving my own teaching. I would like to introduce more multimedia work in my classes, especially, I will try to find manuals with the multimedia methods. What I found very interesting and I liked very much was the fact that the Norwegian schools do not have ringtones, and the school works very well without them - everything is on time and nobody is late. I wonder if we could introduce this system in our school. We will present the effects of our work at one of the meetings of the Council Teaching. After the presentation we will discuss, and have the opportunity of the additional explanation of some important issues.

- I would like to share my Norwegian experience with English and PE teachers. English lessons should emphasize more on practising speaking skills while PE teachers ought to introduce coeducational lessons. What is more, I would also like to make my school more focused on the individual needs of each student.
- I would like to share my experience with my colleagues both at my school and outside the school. What is important is the fact that informative technology should be used more often during Polish language lessons. We should concentrate more on individual work with a student.

7. Did your participation in the visit help to improve your personal skills (communication skills, presentations skills, social skills, language skills)

YES	NO	I DO NOT KNOW
13	0	0

Please give examples:

- Thanks to the meeting I was able to feel more confident in contact with people from another country, I was able to practice my English. Such a meeting is always an occasion to know better the people and their culture and a chance to break up with stereotypes that sometimes disturb international contacts.
- Making presentations, better cooperation in a team, improving English, strengthen self- confidence, exchange of experience, breaking stereotypes, being open minded.
- Visiting the Norwegian school has made me much more self-confident as I have found myself able to communicate fluently with my Norwegian counterparts in English. I have become more open to other cultures and traditions as well as to different methods of teaching.

8. Is there something you were particularly satisfied or not satisfied with about the training?

- The training was the occasion to meet fantastic people, with whom I could exchange my professional experience, but also spend some nice moments. It was a chance to visit and see the places and know their history. I'm glad that we could divide our time between work and sightseeing. I was stunned with the beauty of the Norwegian landscape and I would like to thank our hosts that they showed us the very unique places and accompanied us in the excursions.
- I was extremely satisfied with the organization of the whole visit. We received particularly warm welcome and were impressed by genuine hospitality of our hosts. They remembered about every single detail, which made our stay really fruitful and enjoyable.
- I was very much impressed by the very comfortable working conditions that Norwegian teachers have - their working rooms, moderate numbers of students in their classes, no haste in their teaching program, quiet atmosphere in their school, equipment in their classrooms.
- The whole organization of the training was very satisfactory - all our group succeeded. I realized that both, individual and teamwork are very important, but above all teamwork gives the desired effect. As a team, Polish teacher, we could get to know each other better and I know it will positively affect our work at school. We succeeded also in the intercultural cooperation. Both, Norwegian and Polish teachers worked very hard on all aspects of the project.
- I feel particularly satisfied with the fact I was able to visit a wonderful country I had never been before. I could admire outstanding views and meet new interesting people. I hope that our relations will be continued in the future.
- I was particularly satisfied that I could get to know new culture, school life in Norway and taste Norwegian food. I met some really interesting people and I visited a lot of wonderful places.
- Taking part in people's everyday lives and participating in school activities, seeing different ways of teaching and studying are for us some of the best aspects of the project. The other very interesting and important thing is meeting people, different and similar to us, far and near to our culture, tasting new food and learning new words in a foreign language.
- After two international teachers exchanges I can definitely say that *'international learning mobility is about the opening of the mind to what is unknown, and creating curiosity towards what was previously foreign. It is about the development of the mind. Learning mobility is really the mobility of ideas'*.

Evaluation – teachers of Atlanten videregående skole, Kristiansund, Norway

1. What is your general impression of the training in Kristiansund (professional and social)?

very good	good	poor	very poor
5	1	0	0

2. What is your opinion about the organisation of training ?

very good	good	poor	very poor
5	1	0	0

3. In terms of organisation

What I liked best:

- Social events/trips were excellent. It was also good to get neutral opinions from our Polish colleagues.
- To share experiences and discussions.
- The social bit, in particular the trips
- The way the polish teachers were followed and taken care for, for a major of the time they were visiting.
- I participate only in some of the social activities. The trip to Trollstigen and Geiranger was very well organised - no stress at all.
- Focus on teaching methods and interaction between pupil and teacher.

What I liked least

- Not enough time available for the exchange of ideas
- The demands for the quality of the pedagogical discussions.
- Nothing

4. In terms of content

What I liked best:

- Showing my Polish colleagues around the Sports Hall. They were so interested.
- Discussions about organization and share experience about lessons.
- The trips and the exchange of Polish and Norwegian school experiences
- Looking at other teachers teach and discuss their pedagogy. And the dinner at Thon.
- To be together with the Polish people.
- Discussions between teachers.

What I liked least

- Cannot really think of anything except the fact that we should have had an extra day together.
- Nothing

5. Please describe what you would consider to be the most significant outcome of your participation in this training (professional and social).

- Have made some good friends and colleagues. Intend to travel to Krakow for an extra holiday - hope to meet them there.
- Shared experiences
- Very important to meet teachers from other countries and school cultures and the exchange of experiences
- Getting to know teachers from a different culture and discuss how we deploy our pedagogy differently.
- To learn more about the Polish people and culture.
- The combination of professional and social relations between teachers.

6. Please briefly describe your plans for your personal follow-up to the participation in this training (using learning outcomes in your professional practice, proposing any changes to the work of your institution, further disseminating the outcomes by organising information or training events for colleagues locally, regionally etc.)
- We can always improve our teaching standards by exchange courses.
 - Work on the outcome of the survey together with the students.
 - I will adjust my PE pedagogy in a direction where we perhaps start to establish a "class culture" where some sports are favoured in each class, and that we weight extra in the curriculum.
 - No special plans directly connected to this training.
 - I will continue working with Polish and Norwegian teachers on cultural project.
7. Did your participation in the visit help to improve your personal skills (communication skills, presentations skills, social skills, language skills)

YES	NO	I DO NOT KNOW
5	0	1

Please give examples:

- It's always nice to speak my native language and to learn more about other cultures.
 - Got Polish school impulses and as guide I had to adapt my English
 - English pronunciation. Social skills (talking to other teachers without being afraid of who is better at teaching). Pedagogical skills in terms of understanding better how culture informs not only teachers and teaching, but the expectations surrounding the students as well.
 - Both the social and language skills.
 - Discussions are a good way of practising professional and social skills.
8. Is there something you were particularly satisfied or not satisfied with about the training?
- Grateful for very motivated teachers both from Poland and Norway.
 - I liked the whole thing very much
 - This is a very good way to expand my personal and professional horizon.
 - No

Teachers involved in the mini project ,How good is our school'

Norway

Trond Hjelle
Ole Jørgen Møllerop
Annfrid Strømsholm
Trude Leren Hoel
Ann Olaug Slatlem
Morten Lystad
Kiril Kirilov
Alan Miller
Lars Gjestad
Jan Ragnar Gjestad
Gunn Torild Gjeldnes
Åsmund Ormset
Håvard Bringsli
Anne-Cathrine Holthe
Kristin Jonberg
Barbro Valde Lystad
Anna Hjertvikrem

Poland

Małgorzata Kulesza
Maria Madej
Agnieszka Dziedzic
Grzegorz Nowakowski
Marta Firek
Aleksandra Kołodziej
Krystyna Kołodziejska
Elżbieta Dyrłaga - Kalawska
Anna Lubieniecka
Justyna Rzodkiewicz - Kamień
Joanna Szczechowicz
Joanna Śliwa
Rajmund Biziak
Mariola Baran



School is
the teacher of life



Atlanten Videregående Skole
Kristiansund, Norway

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