

How to develop (and fund) more effective KA1 projects?

Discussion of widely spread assumptions



Dr. Alexander Sokol
TA Group, Latvia

info@ta-group.eu

www.ta-group.eu

To what extent do you agree with the following statements? (4 – fully agree; 1 – don't agree at all)

One teacher from school for a course is enough

The more different courses are attended by our teachers, the better

Language teachers must attend a course in the country where their target language is spoken

If a school writes a second (third) application, it should be very different from the previous one

If a school sends a large group of teachers to one course, it is not useful

The task of providers is to offer a good quality course

If a provider offers 'a package', it is after our money

Aim

Develop (and fund) more effective KA1 projects?

Obstacle

Mental inertia: things we believe are true without questioning

A bat and a ball cost 1.10 euro.
The bat costs 1 euro more than the ball.
How much is the ball?

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Some lessons learned

- it's best if the management are aware of the 'new' content;
- teachers always need someone to talk to in the staff room;
- incubation period for a change – at least a year (usually two), most learning takes place after the input during the course;
- many applicants still think in terms of Comenius approach – they plan courses rather than projects and do it in a rather eclectic way – just putting together different useful parts of a car doesn't necessarily end up being a car.

A Few Things that Work with Us

Courses for teachers and management

Two levels of courses + distant support

Joined projects following the courses

TA GROUP

Thanks for your participation!

Questions & comments
are always welcome!

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