Presentation
Sustainable schools of the future

2020-1-BE02-KA120-SCH-083106

05 May 2023
Catholic Education Flanders

- Katholiek Onderwijs Vlaanderen
  - Public authority
  - Recognized by the Flemish department of education
  - Responsible to support Catholic Schools
Supports:

- 1600 schools primary education
- 600 school secondary education
- 150 special needs schools

300 advisors:

- Support schools in their quality development
Support schools

- realisation educational project of the school;
- realisation of educational quality
- Consult various educations actors
- Collaborate with the Flemish Government
- Provide, stimulate and support educational innovations
- In-service training
Team internationalisation & partnerships

• Constantly in search of:
  – **Innovation**
    • Intern & extern
    • E.g. adaptive expertise/digitalisation/inclusion/sustainability/leadership/citizenship ...
  – **Professionalisations Erasmus+**
    • To optimize student learning
    • To inquire how optimizing student learning can be coached.
    • Intern & extern
Objectives ‘21-’27

• Curriculum innovation
• Digitalisation
• Sustainable schools of the future

• Intern & extern
  • Curriculum/content
  • Coach of teams
  • Strengthen to take steps in internationalization projects
Deelnemers en mobiliteiten:

**SCH**
190 deelnemers
16 mobiliteiten

Financial performance: 98,85%

**AE**
102 deelnemers
5 mobiliteiten

Financial performance: 89,88%

59 collega's
Sustainable schools of the future
Objectives

1. Focus in the curriculum,
2. Sustainability reflected in the vision
3. Sustainability visible in other organizational and structural choices made by schools

Important focus infrastructure, energy, transport, nutrition, procurement...

Professionalisation

• Intern & extern
• curriculum
• Coach of teams
• Strengthen to take steps in internationalization projects
Courses (c ) & Job shadowing (JS)

• Outdoor learning Tenerife (C)
• Outdoor learning Värmland (JS)
• Citizenship & school climate Cyprus (C)
• Interactive teaching educational games outdoor activities new technology Kostanz (C)
• Sustainability Czech (JS)
• Outdoor education Iceland (JS)
• Outdoor education Greece (C)
Professionalisation

Participants (extern)
• Infomeeting/mobility/impactmeeting/
• Learning network

Colleagues (intern)
• Working days (materials to coach teams/ group participants leaders,...)
• Link theme and curriculum
• Expertise in other PLC/own team

Result & inspiration day
JS Iceland

- **Experiences** during this JS
- **Hard content work**
- **Evaluation:**
  - What contributed to your learning
  - What inhibited your learning?
  - How can we organise this activity even better, what opportunities do you see?
Departure on Sunday
Dag 1: Giljaskóli

Rahnveign & Kristin
Why is Outdoor Education important?

- MANY research show the importance of Outdoor Education for children – both reaches from Iceland and abroad
- Children are losing contact with nature...
- Children who do not "know" the nature, do not respect it or react to processes taking place in it

At the Education department the focus is on:
- outdoor education, nature conservation, environmental literacy, creation and diverse natural science skills
- The teaching and use of different teaching methods
Dag 2: Hulduheimar – Kot- preschool
Dýrleif Skjóldal
Akureyri Artmuseum
Dag 3: Hrafnagil: preschool & primary school
Lake Mývatn area - Goöafoss
Ragnheiöur Lilja Bjarnadóttir
Dag 5: Giljaskóli
Coaching

• **Hard content work**

• **Evaluation:**
  - What contributed to your learning
  - What inhibited your learning?
  - How can we organise this activity even better, what opportunities do you see?
How well did you like the job shadowing

- Vrijdag schoolbezoek
- Donderdag schoolbezoek
- Woensdag schoolbezoek
- Dinsdag schoolbezoek
- Maandag schoolbezoek
- Kennismaking en intro
- In het algemeen

Legend:
- Very good
- Good
- Moderate
- Not good
- Not good at all
Impact meeting & learning network

Purpose of the return moments: (group decision)

• To experience how outdoor learning is realised in our schools.
• Exchange experiences with regard to outdoor education.
• Discourse with each other on quality primary education.
• Meeting each other.
Preliminary task

• bring a surprising object that reveals something about recent developments in outdoor education in your school since your visit to Iceland.
Professionalisation

Participants (extern)
- Infomeeting/mobility/impactmeeting/
- Learning network

Colleagues (intern)
- Working days (materials to coach teams/ group participants leaders,...)
- Link theme and curriculum
- Expertise in other PLC/own team
Schools/members (extern)

• Vlog
• Pedagogical advisor: coach
  • Reflection
  • Transfer: TED-talk.pptx
  • PLC
Results of Erasmus+
SETTING A FOCUS

CHOOSE LEARNING OPPORTUNITIES

POWERFUL LEARNING ENVIRONMENT

DEVELOP

→ Think about:
  • Interaction
  • Instruction
  • Resources
  • Time
  • Organisation
  • ...

EXECUTE

→ support
→ improve

EVALUATE PUPILS

→ Collect
→ Review
→ Act
→ Communicate

QUALITY DEVELOPMENT

→ Reflection:
  • What worked well?
  • What went wrong?

How will we approach it next time?
Evaluation Course/jobshadow
Interactive teaching educational games outdoor activities new technologies

• BLUE: not particularly original but perfectly executable, short-term result.
• RED: original and feasible, you notice a certain appeal, gives a 'WOW' feeling.
• YELLOW: very original but not (yet) clear how to implement it, ideas for the future.
• Link fotoreportage
• Share good examples
• Primary> secondary
• Awareness
• Link curriculum-SDG’s / ESD
• Connection other mobilities (choices location, vegetarian, public transport, Indi)
• Infrastructure – curriculum
• INDI

Future
Objectives

1. Focus in the curriculum,

2. Sustainability reflected in the vision

3. Sustainability visible in other organizational and structural choices made by schools

   Important focus infrastructure, energy, transport, nutrition, procurement...
Meet INDI
Meet INDI
YOUR QUESTIONS
Liesbet Vroman

Pedagogical advisor professionalisation, Internationalisation and partnerships

Liesbet.vroman@katholiekonderwijs.vlaanderen
Belgium: a small and complex country
Education in Flanders
Flemish minister of education

• Responsible for educational policy from kindergarten to university level

• Federal authorities only decide on
  • start and end of compulsory education
  • minimum conditions for obtaining a diploma
  • determine education staff pensions
Constitution: freedom of education

- Every person has a right to organize education and establish schools for his or her purpose
  - If you find enough parents
  - If you comply to certain conditions
  - The school is run by a school board
- Parents must find a school of their choice within a reasonable distance
- Schools have a high degree of autonomy
Educational networks

• Representative associations of governing bodies/school boards

• 3 educational networks:
  • Schools of the Flemish Community (public schools)
  • Schools run by municipalities, provinces (public schools)
  • Privately run schools, most of them Catholic (publicly funded)
Objectives course Outdoor Learning Tenerife

1. Get acquainted with the key elements and growing trends related to outdoor education and teaching outside the classroom;
2. Learn and discuss the principles and the cultural aspects of outdoor education; learn how to design, plan and deliver inspirational outdoor education activities;
3. Experience and practice environmental and outdoor education working methods and approaches;
4. Get to know and experiment practical activities and group games that could be used and integrated in a real course;
5. Learn how to use outdoor education for personal, social and relational development (e.g. self-confidence, team building, leadership...);
6. Exchange best practices and share experiences about outdoor education with teachers and education staff;
7. Network with individuals and organizations working in the education field through everyday cooperation and team-building activities.
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<tr>
<th>Day</th>
<th>Time</th>
<th>Activities</th>
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| Sunday | 17:00 – 19:30  | - Participants arrival  
- Orientation and information about the venue and the city  
- Networking activities  
- Walking tour in the venue’s city |
| Monday | 9:00 – 13:00   | - Course introduction  
- Teambuilding activities  
- Needs and expectations evaluation  
- Key principles and benefits about outdoor education and outdoor learning  
- The value of outdoor education for personal, social and relational development |
| Tuesday| 8:00 – 17:00   | - Morning wrap-up  
- Out in the nature  
- Philosophy, theory, and practices of experiential education and environmental education  
- Experimenting journey wilderness-based experiences and team building activities  
- Real cases experiences and reflections on current teaching practices and styles  
- Lunch break  
- Cultural activities in the venue’s city |
Programma

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Sessions</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>8:00 – 11:30</td>
<td>- Morning wrap-up</td>
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<td>- How to design, plan and deliver outdoor education activities</td>
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<td>- Site &amp; risk assessment and health &amp; safety issues of taking students into nature</td>
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<td>- Practical work: designing and planning outdoor educational activities</td>
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<td>- Optional cultural visit outside the venue’s city (Florence, Cefalù, El Teide...)</td>
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<td>Thursday</td>
<td>8:00 – 13:00</td>
<td>- Morning wrap-up</td>
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<td>- Teaching outdoor in urban settings: outside the classroom there isn’t only nature</td>
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<td>- Experiencing group exercises and challenges, problem solving games, experiential activities in Puerto de la Cruz.</td>
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<td>Friday</td>
<td>8:00 – 13:00</td>
<td>- Morning wrap-up</td>
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<td>- Practical work: delivering outdoor educational activities in the nature</td>
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<td>- Debriefing, feedback and best practice sharing about environmental education</td>
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<td>- Creating your own outdoor teaching style</td>
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OUR LEARNING QUESTIONS (VÄRMLAND SWEDEN) JS

• How environmental studies and outdoor learning are described in the Swedish Curriculum?
• How important is outdoor learning as approach in daily education in your school?
• What goals are achieved by going out to learn?
• How playing in a natural play space, observing in the forest, sporting outdoor, visiting city projects ... helps to realize the curriculum and to benefit the development of children?
• Which effects do colleagues see on the behavior of children? Even the most difficult ones? How do they adapt to the individual needs of their pupils?
• Which exercises and approaches are common in outdoor and environmental learning?
• How do you evaluate the skills of the students?
• Which organizations and partners are involved?
• Does policy support outdoor and environmental learning? How?
• What are the difficulties and the challenges you have faced?
• How do teachers professionalize with regard to this content and approach? With regard to adaptive expertise?
• ...


• Coördinatorenmeeting: 24/05/2023

• Coördinatorenmeetings 23-24
  • Meeting 1: Kick-off consortiumwerking 23-24 - 6 september 2023
  • Meeting 2: Tussentijdse evaluatie consortiumwerking - 6 december 2023
  • Meeting 3: Eindevaluatie consortiumwerking en vieren van de successen - 15 mei 2024

• Inspiratiedag Internationalisering - 11 oktober 2023

• Resultatendeeldag - 29 mei 2024 ONDER VOORBEHOUD