

ACTION PLAN FOR PEOPLE IN SCHOOLS (APPS)

School name	Address	Contact person
Sremski front (Syrmian front)	M. Jevrosime 1, 22240 Sid, Serbia	Natasa Miljanovic

What is the school already doing in these fields?

Please note the school activities and strength (actions, resources, people, networks) to the following topics (see Matrix)

<p>1.</p> <p>Language and languages</p>	<p>1.1 Supporting skills: Kahoot games with migrant students - maths, nature sciences learning through learning English, English alphabet. There was a farsi translator during the online lessons.</p>  
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Inclusive workshops with the students from the primary school "Jovan Jovanovic Zmaj" in Sid - learning new vocabulary and making an autumn fruit hats



1.2 Every student makes his own picture dictionary during the whole year. Students write words in German and Serbian language and draw the pictures.

1.3 European Languages Day - 26th September

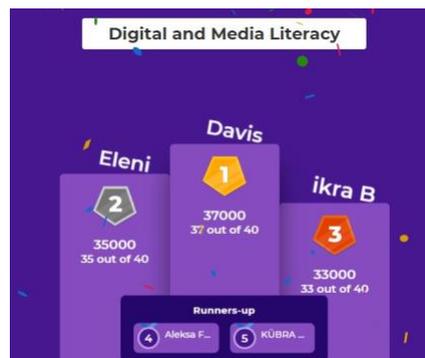
The school performance show with recital and art exhibition of posters and other artwork in the school halls.





2.
Valuing languages

2.1 eTwinning projects about various subjects and problems (we did ecological, art projects, language projects, literary art projects, about digital and media literacy, etc. with various activities - here: kahoot quizzes in English).



2.2 Quiz in English and German:

<https://terrageorgica.wordpress.com/2016/10/05/%d0%ba%d0%b2%d0%b8%d0%b7-%d0%bf%d0%be%d0%b2%d0%be%d0%b4%d0%be%d0%bc-%d1%81%d0%b2%d0%b5%d1%82%d1%81%d0%ba%d0%be%d0%b3-%d0%b4%d0%b0%d0%bd%d0%b0-%d0%b6%d0%b8%d0%b2%d0%be%d1%82%d0%b8%d1%9a%d0%b0-%d0%b8/>



3. Interculturality

3.1 <http://skr.rs/z7IK> Webinars about platforms and networks for learning foreign languages;
eTwinning projects - videoconferences, creation of e-books in English and in mother tongues (some of them are the first, the second foreign language or else):



3.2 eTwinning project “Discovering A.R.T (Albrecht Durer, Rafael and Tizian)”

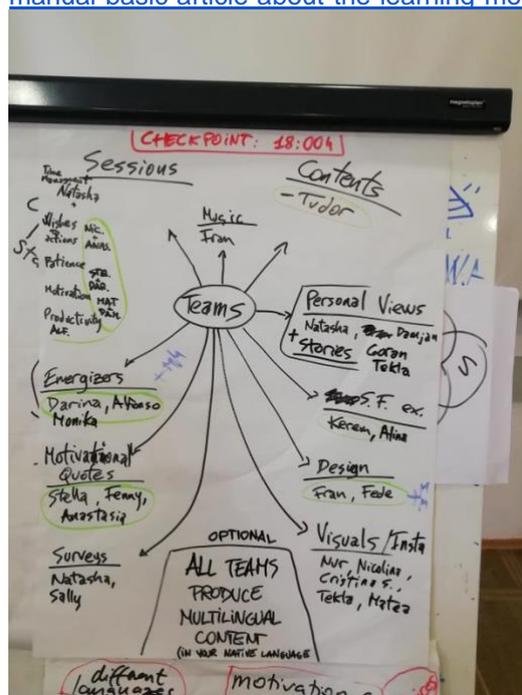


Learning language through art - seminars and workshops with students in the gallery “Sava Sumanovic” in Sid





3.3 Mobility for teachers “Empower Your Willpower”, Poland, 2018
<https://terrageorgica.wordpress.com/2019/10/09/daily-reports-toolbox-the-manual-basic-article-about-the-learning-mobility-in-poland/>



3.4 <https://youtu.be/7ffHfDMfiqk>

4.
**Enriching
curricula**

4.1 Often during explaining grammar of Serbian language, I try to reminiscence the similar grammar parts of English or even German language (if I know the facts). That is the way that I try to make my students more aware of similarities inside the Indo-European language family.

4.2 In physical education students count in English and German while they do their exercises.

Workshops with activities in English:

<https://terrageorgica.wordpress.com/2014/10/03/%d0%bf%d1%80%d0%be%d1%98%d0%b5%d0%ba%d0%b0%d1%82%d1%81%d0%ba%d0%b0-%d0%bd%d0%b0%d1%81%d1%82%d0%b0%d0%b2%d0%b0-passions-and-trends-%d0%bf%d0%b0%d1%81%d0%b8%d1%98%d0%b5-%d0%b8-%d1%82%d1%80%d0%b5%d0%bd/>



Marija Eric and her workshop:

https://www.youtube.com/watch?time_continue=129&v=LlymZb8XCC0&feature=emb_logo

- e-books as students' products of learning: <http://skr.rs/z7IE>
- collaborative storytelling, where authors are children from all the countries participating in a project;

4.3 Students perform different plays in Serbian and English languages simultaneously at school, in the competitions, at the festival...

You are incredible just as you are



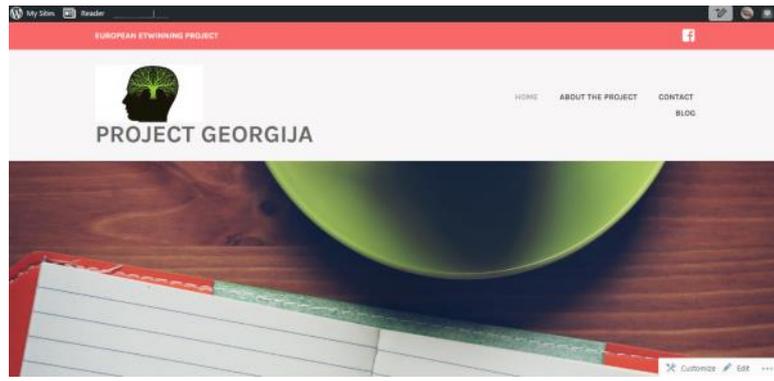
My name is David Miller and I am 13 years old. My sister Ema is only one year older than me and my parents think she is a genius. She loves school and her marks are great. I don't understand her. Sometimes I think she is a robot with a mechanical heart. She seems to have no emotions. When our lovely dog Benji died she didn't even shed a tear. I miss Benji, he was my best friend. At school I have no friends and I feel so lonely. I feel like I'm invisible. I overheard my parents talking about getting me a new dog. I can't wait for that to happen. Who knows, maybe that new girl in the neighbourhood will finally notice me. I saw her walking her dog. Seems like a good plan to start with. I found out the new girl's name is Anna. Later that day I decided to bring her chocolate cupcakes as a welcoming gift. We talked and she told me that her parents are veterinarians. She also invited me and my family to have dinner at her house and to meet her parents. That evening when we came to her house we found out that they own a small animal shelter in their backyard. That made me very happy. I was amazed to see that someone has a chance to pet animals every day and to play with them all the time. That is so relaxing. I asked if I could sometimes help in the shelter. There is always a need for a helping hand, and I would be with Anna more. Did it look like Anna was happy to hear that, or what? My afternoons will become so much more interesting and I'll feel much better. Anna's parents agreed and invited also other friends from our class. All the boys and girls without a pet now will have a chance to enjoy moments with beautiful creatures.



4.4 Students make New Year's decorations, a snowman, a Christmas tree and postcards using recycling materials and various languages for wishing all the best to their friends and family members, monitored and guided by their English, German, biology teachers and a school librarian.



- Blogging in English about projects:



5.
Everyday
languages

5.1 Conference in Ohrid, Macedonia, fully in English language.



- two medals for the best use of ICT in English learning activities:
- various online learning events in English:





5.2 Learning languages through use of digital and paper dictionaries in two languages (english and german): <https://youtu.be/eyeD8zUv3BU>

5.3 A rhetoric competition in our town where students aged 11 to 15 had a chance to take part and present their ideas and stories or point of views about any topic they preferred.

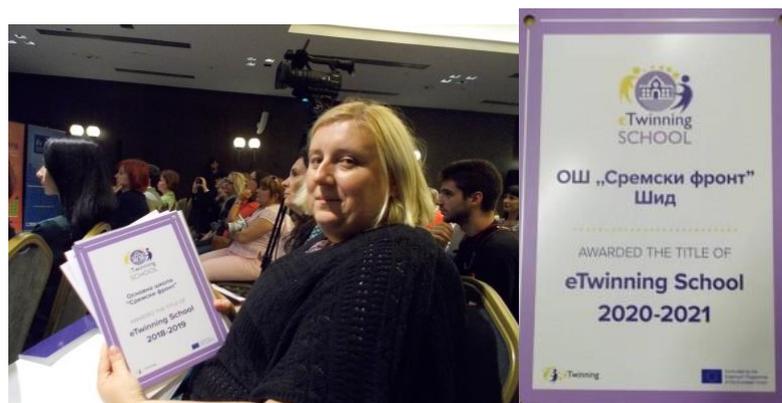


Workshops about interculturality and drama:



5.4 Our school has 2 quality labels for schools for eTwinning projects:

	
SATURDAY 4 APRIL 2020	
10:30-10:45 WELCOME Santi Scimeta, eTwinning CSS	13:15-14:10 COLLABORATION, SHARING, AND GROUP WORK Fina Vendrell, Montse Mollet, Col·legi Sant Josep
10:45-11:00 OVERALL PRESENTATION OF THE ROLE OF ETWINNING SCHOOLS Irene Pateraki, eTwinning CSS	14:00-14:45 STUDENTS AS AGENTS OF CHANGE İlay ÇEKİRDEK, Didem Parlak, Dr. İlhami Tankut Anadolu Lisesi, Turkey
11:00-11:15 GUIDED TOUR TO THE ETWINNING GROUP AND ACTIVITIES Assi Honkanen, eTwinning CSS	14:45-15:15 COFFEE BREAK
11:15-11:30 EDITORIAL PLAN AND PROMOTION OF ETWINNING SCHOOLS IN THE PORTAL Marisa Giuliani, eTwinning CSS	15:15-16:00 INCLUSIVE AND INNOVATIVE LEARNING ORGANISATIONS Marisa Badini, Maria Cristina Cella, Direzione Didattica Ottavo Circolo Piacenza, Italy
11:30-12:15 SHARED LEADERSHIP Alexandra Licht, eTwinning CSS	16:00-16:45 MODELS FOR OTHER SCHOOLS Loredana Popa, Vasile Asiminceşel, Scoala Gimnaziala nr.17 Botosani, Romania
12:15-13:15 LUNCH	16:45-17:00 CLOSING Irene Pateraki, Pedagogical and Monitoring Manager, eTwinning CSS
	



In our videos we always promote interculturalism. This was the video about Nikola Tesla for a contest, but we incorporated both Slovaks and Russianians students:



Priorities

Where would you like to see your school in the future?

We would like our school to be valued as an eTwinning school, school which gives its students great opportunities to improve in various school subjects, and also in soft skills and learning languages.

What direction will you take in order to improve your school?

As we have a lot of other obligations, we can only make small steps towards improvement in language learning. The first step can be the language corner in the

school with a lot of great materials made by and for our students. The next step would be organizing multilingual workshops (one each term, and then more often, one each month, one each week).

What are your goals?

Our goals are:

- Make everybody in the school more aware of the languages we all speak and learn in the school.
- Through the language corner in the school show the products of our students to other students, teachers, parents...
- Through the language corner offer more information about the languages we speak and learn.
- Enrichment of our school environment – creating the habit for the students (other teachers, parents) to go and see new materials each week.

What are your weaknesses and needs?

Our weaknesses:

- Teachers are overwhelmed with their work already. They have to find some time extra to work on the language corner. We can use motivated students to help them, for extra credit.
- Finding the good part of the school hall to create the language corner.

What are the opportunities and threats for your school?

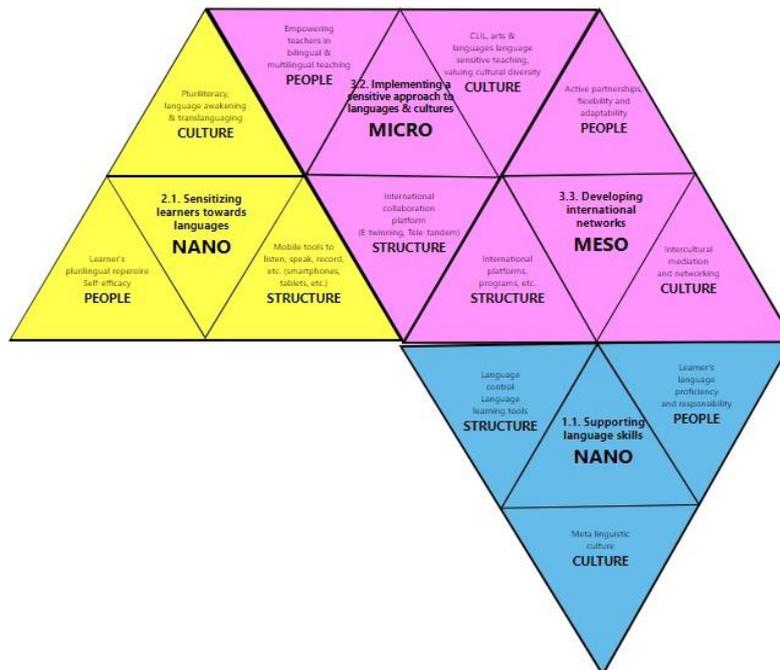
Opportunities are the chances to reach our goals, and threats are the possibility that the teachers don't find time for adding materials to the language corner. We decided to ask the school librarian to help us.

These fields inside the matrix are our interest for the future:

- 4.1 One's plurilingualism, Other people's plurilingualism;
- 4.2 Interdisciplinary projects / team-teaching, Integrated (CLIL) or bilingual teaching, Immersive or language sensitive learning;
- 4.3 Learners' progression, Language bridges, Lifelong learning;
- 4.4 Teamwork and network, Linking practice, training and research, Transferring experience knowledge, expert knowledge and practical knowledge;
- 5.2 Combining formal, non-formal and informal language learning, Flipped Classroom, mobile tools (tablets, smartphones, etc.), BYOD approach.

Interconnections

Use TrEOL and find out all potential connections



Taking action

1. *Designing of the Multilingualism Garden (the first activity of opening a corner in our school dedicated to learning languages would be an exhibition of recycled flowers in pots with petals presenting words of different languages for the same words - numbers, colours, usual childrens' vocabulary);*
2. *Forum theatre activities in foreign languages and mother tongues which are not schooling languages (roma, slovak, russinian, farsi, arabic, etc.);*
3. *Planned activities organized in unison with other schools from our town and cultural institutions (two galleries, library, etc.);*
4. *Dissemination of the process and products in local media.*

Project title

OUR MULTILINGUALISM GARDEN

Action plan

	Phases of development	Planned actions/activities	Involved staff
YEAR 0	Period 1: Initiating draft version (= on one aspect) of project May-June	A meeting to design the process of work. Designing the action plan with the phases of development.	teachers, principal

YEAR 1	Period 2: Planning August – September	Writing the action plan: actual activities, involved staff, necessary materials	teachers
	Period 3: Implementing September – April	Working on the activities, documenting the activities	teachers, partners, students
	Period 4: Evaluating interim report, January	Doing evaluations and reports to the principal.	teachers, students
	Period 5: Evaluating Final report # 1, April	Doing evaluations and reports to the principal.	teachers
	Period 6: Finalizing whole school EOL project, May – June	Activities, exhibitions, workshops, disseminating and evaluating activities.	teachers, students, partners
YEAR 2	Period 7: Planning August – September	Planning of the activities.	teachers
	Period 8: Implementing September – April	Activities, exhibitions, workshops, disseminating and evaluating activities. Writing reports.	teachers, students, partners
	Period 9: Evaluating Final report # 2, April	Activities, exhibitions, workshops, disseminating and evaluating activities. Writing reports.	teachers, students, partners
YEAR 3	Period 10: Transferring, disseminating, sharing	Activities, exhibitions, workshops, disseminating and evaluating activities. Writing reports.	teachers, partners

Impact on school structure and/or school organization (100 words max.)

Impact on our school structure and organization would be very important because now in the school building there is only scarce evidence students are learning languages - posters here and there. With a very well curated multilingual corner in the school we could give a lot of information to all: students, teachers, parents, other school staff, local community, about what we teach and learn about languages, what do they mean for all of us.

Forum theatre activities would not only help in the process of learning languages but also with the preventive activities to avoid any kind of violence in school.

Final Outcomes for the school (100 words max.)

Languages as parts of our lives and as school subjects would be much more noticed and valued. Our students would enjoy more in the fact that they speak more than just one language when they learn more facts about the importance and the significance of learning foreign languages. This would all lead to more interculturality activities and awareness in the school and local community.