



ACTION PLAN FOR PEOPLE IN SCHOOLS (APPS)

Please complete this template step by step

| School name | Address | Contact person |
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| Primary School " Jovan Jovanović Zmaj" | Ratarska 5, 22 000 Sremska Mitrovica, Serbia | Miroslav Pevac |

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)

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| 1. Language and languages | Nano: introducing L2 to 6th to 8th graders as bilingual programme; Micro: CLIL approach / L2 through subject matter, Meso: L2 based projects/ correspondence and tasks in L2; Friendly school climate, self esteem CLIL in Geography and Maths (upper classes), Science (lower classes) |
| 2. Valuing languages | Nano: plurilingualism with Ss from different backgrounds/ peer learning by speaking and interest in learning languages Micro: embracing the newcomers with different language skills/ comparing cultures, measure learning and feeling of fairness Meso: High standards of school projects; respect and trust towards adults; equal opportunities. |
| 3. Interculturality | Nano: Interaction between students with different L2 levels, correlation within school subjects. Micro: Cultural and historical education through eTwinning projects. Meso: Cooperation with schools and institutions in region with same or similar L2 approach Erasmus + Ts mobility and job shadowing/ CLIL projects with Finland, Russia, Poland/ citizenship ARISS project (ISS contact)/physics National Geography Education (art) DFC/ citizenship |
| 4. Enriching curricula | Nano: project based learning, European Day of Languages Micro: Interdisciplinary approach/ reinforcing CLIL/ multilingual tasks in Science, Maths and Geography Meso: continuity of learning and education using L2/ Grammar school, bilingual class |
| 5. Everyday languages | Nano: / Micro: Combining formal, semi-formal and informal language learning through school's media and networks Meso: "Open Doors" - including parents into school's projects |

Priorities

Please note here the priorities (see Matrix)

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| Strengthening communicative skills; Language dimension for all school subjects (upper grades); Balancing formative and summative assessment; Team teaching and flexible schedule; Learning how to think "outside of the box" |
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Interconnections

Use TrEOL and find out all potential connections

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| Nano - Meso: Students and teachers (both on their level) are working with their partners on a common project that corresponds to the educational aims of each school involved. They use an online network space, or a platform. |
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Taking action

What could be the first steps

1. Presenting the action plan to partner schools
2. Deciding on the web-platform for the project
3. Deciding on the first theme

Project title

Let's Speak Up!

Action plan

| | Phases of development | Planned actions/activities | Involved staff |
|-----------------------|---|---|---------------------------------|
| Y E A R 0 | Period 1: Initiating draft version (= on one aspect) of project May-June | <ul style="list-style-type: none">- Initiating a web-page- deciding on admins and other roles- deciding on the work pace | Bilingual students and teachers |
| Y E A R 1 | Period 2: Planning August – September | <ul style="list-style-type: none">- deciding on the themes and number of them (e.g. monthly, weekly issues, etc.)- the format of the articles (e.g. font, style)- deciding on the key features (e.g. image resolution)- creating a web-page logo | Bilingual students and teachers |
| | Period 3: Implementing September – April | <ul style="list-style-type: none">- posting articles from all schools involved | Bilingual students and teachers |
| | Period 4: Evaluating interim report, January | <ul style="list-style-type: none">- Number of blog/web-page visitors- Comments- Pools- FB, Instagram and school websites uploads- New Ss enrollment due to the project efforts | Bilingual students and teachers |
| | Period 5: Evaluating Final report # 1, April | <ul style="list-style-type: none">- The Final report | Bilingual students and teachers |
| | Period 6: Finalizing whole school EOL project, May – June | <ul style="list-style-type: none">- Publishing in the local newspaper, online platform- Disseminate | Bilingual students and teachers |
| | Period 7: Planning August – September | <ul style="list-style-type: none">- Self evaluation and assessment- Project correction due to results- Possible partnership with the local firms | Bilingual students and teachers |
| Y E A R 2 | Period 8: Implementing September – April | <ul style="list-style-type: none">- forming an after-school club or welcome the newcomers to the existing one- continue with the web-page editing and publishing | Bilingual students and teachers |
| | Period 9: Evaluating Final report # 2, April | <ul style="list-style-type: none">- The Final Report | Bilingual students and teachers |

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| Y E A R 3 | Period 10: Transferring, disseminating, sharing | <ul style="list-style-type: none"> - Regional Students' Parliament Association - Publishing in the local newspaper, online platform - web-page link always on the top of the school web-page, FB and Instagram account | Bilingual students and teachers |
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Impact on school structure and/or school organization (100 words max.)

- boosting the quality of the school magazine/ web-page; its visibility
- improving the work of the English and Journalists after-school clubs
- easier approach to all segments of school life
- exposing greater numbers of Ss to L2
- enrolling new Ss due to the project efforts

Final Outcomes for the school (100 words max.)

- school's visibility outside the borders as a modern institution open to each and every person
- promoting good values, Europeism, tolerance, multilingualism, equity
- international cooperation by reinforcing L2 and via the use of ICT
- 21st century education for all