

ACTION PLAN FOR PEOPLE IN SCHOOLS (APPS)

Please complete this template step by step

School name	Address	Contact person
Grammar School '9.maj'	18 Jeronimova Street, Nis	Nenad Disic (the principal) Suzana Pertovic (French teacher) Nina Randjelovic (English teacher)

What is the school already doing in these fields?

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

1. Language and languages	1.2 Strengthening skills: through additional classes and peer tutoring, mobility and workshop presentations. This implies using digital equipment that our school has as well as the support that the students get from their teachers.
2. Valuing languages	2.3 Setting up a whole school policy: through small-scale projects and research done by the students with the help from their teachers, presented to the Students' Parliament and to the teachers in their staff meetings.
3. Interculturality	3.3 Developing international networks: through the Erasmus+ projects that our school participates in and the activities on the eTwinning platform.
4. Enriching curricula	4.2 Interdisciplinarity: through team work (including both teachers and students) and to a certain extent cross-subject cooperation
5. Everyday languages	5.2 Using all learning fields: through formal, non-formal and informal language learning in the classroom and on various learning platforms, relying heavily on the technology and different approaches

Priorities

Please note here the priorities (see Matrix)

One of our top most priorities is to empower students to develop their communication skills and encourage them to participate in exchange and mobility programmes (1.2 and 3.3). Another priority is to further develop CLIL skills of our teachers as well as to promote intercultural cross-subject projects (4.2). Finally, with the aim of bringing together personal goals and the dynamic role that the school needs to assume in the society, we hope to educate our students to become active social actors sensitive to diversity and burning issues and to instill in them the necessity of life-long learning (4.4).

Interconnections

Use TrEOL and find out all potential connections

1.1 Supporting Language Skills (NANO) + 3.1 Learning with Others (NANO) + 4.3 Ensuring Cross Cultural Continuity (MESO) + 4.4 Promoting Collective Intelligence (MACRO)

Taking action

Possible first steps

1. The first step would be to encourage students to participate in various projects and mobilities and then to present the outcomes and the conclusions to the other students and teachers, in different languages and using different means of presentation.
2. Another issue that needs addressing is developing critical thinking among students, particularly when it comes to understanding media.
3. Finally, it is crucial to work on content and language integrated learning through cross-subject cooperation.

Project title

WE FLOURISH TOGETHER

Action plan

	Phases of development	Planned actions/activities	Staff involved
YEAR 0	Period 1: Initiating draft version (= on one aspect) of project May-June	Introducing the project and the expected outcomes. Selecting the staff members who will be actively working on the project Planning the activities	
YEAR 1	Period 2: Planning August – September	Planning the in-class activities that would include cross-subject cooperation. Providing linguistic support to those members of the team who need it. Setting the time-table of the implementation activities.	
	Period 3: Implementing September – April	In- class activities; students' presentations; TED talks organised for our students and teachers by our students and teachers	
	Period 4: Evaluating interim report, January	Online questionnaires for the students, teachers and the parents	
	Period 5: Evaluating Final report # 1, April	'Feedback on the project' session with the teachers, students and the parents	
	Period 6: Finalising whole school EOL project, May – June	The presentation of the project outcomes (what has changed and what still needs changing)	
YEAR 2	Period 7: Planning August – September	Finding partners for some student initiated ideas or projects	
	Period 8: Implementing September – April	Possible mobilities or workshops organised by the teachers and the students	
	Period 9: Evaluating Final report # 2, April	Online questionnaires for the students, teachers and the parents	
YEAR 3	Period 10: Transferring, disseminating, sharing	Peer education Sharing the examples of good practice with other schools Drawing from the past experience and devising new ideas for future projects	

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

It is our belief that at the end of this project both our students and our teachers will feel encouraged to use their newly acquired skills to promote language and cultural diversity, democratic values and the necessity of life-long learning. We also hope that in the course of the project time they will have further developed their IT skills and media literacy.

Final outcomes for the school (100 words max)

Since our school is the youngest of the four grammar schools in our town, we hope to establish ourselves as the institution committed to excellence and constant development in all the learning environments and levels. We want our students and teachers to feel at ease when they need to establish communication with other national and international educational institutions, to work towards developing collective intelligence and understanding various diversified contexts and viewpoints. Finally, we believe that we could broaden our international mobility experience and open ourselves for international cooperation at different levels.