

ACTION PLAN FOR PEOPLE IN SCHOOLS (APPS)

Please complete this template step by step

School name	Address	Contact person
Olga Milosevic Primary School	4, Francuska Street Smederevska Palanka Serbia	Jasmina Milicevic

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)

1. Language and languages	<p>1.1 learning with others 1.2 sense and motivation, multimedial, digital skills, 1.3 friendly school climate,</p> <p>English is taught as THE FIRST FOREIGN LANGUAGE. Russian and German are taught as SECIND FOREIGN LANGUAGES. In 2018/19 40 students and 4 teachers took part in the Turkish language course in given by Yunus Emre Institute in the framework of KA201 Erasmus+ project. From 2017 ti 2019 Chinese language was being taught in cooperation with the Embassy of China.</p>
2. Valuing languages	<p>2.1 towards minority languages, language awareness/awakening and intrest in learning languages, 2.2 feeling of fairness, 2.3 equal opportunities</p> <p>There is a plan to enable learning of the Romani language but due to the shortage of the Romani language teachers in our municipality, the plan has not been realized yet. The level of language skills is a one of the criteria when choosing participants of Erasmus+ mobilities of students and teachers. Every year the school prepares THE SCHOOL LANGUAGES DAY on the occasion of EUROPEAN LANGUAGES DAY. This year ten teachers of different subjects took part In the activity EUROPEAN LANGUAGES ESCAPE ROOM https://www.facebook.com/permalink.php?story_fbid=1479384089112605&id=100011230847952</p>
3. Interculturality	<p>3.language learning through mobility and intercultural mediation, 3.2 language learning through drama, 3.3 outcoming mobility, empathy 3.4 European integration</p> <p>Intercultural learning is one of the priorities in the EFL and it is being achieved by participation in numerous eTwinning and Erasmus+ projects. One of the results we are very proud of is and original drama play on interculturality presented on the occasion of the Erasmus+ students' mobility in Turkey. https://www.youtube.com/watch?v=alz3cTPY0Vc</p>
4. Enriching curricula	<p>4. 2 integrated CLIL teaching https://www.youtube.com/watch?v=kd1nO2MQXZQ&t=222s https://www.youtube.com/watch?v=ny4wBQSGHKQ&t=3s</p> <p>Three implemented Erasmus+ projects.</p> <ol style="list-style-type: none"> 1. Creative drama in education – integration of creative drama approach and intercultural learning in all the subjects. Particularly in the languages. https://www.youtube.com/watch?v=alz3cTPY0Vc https://www.youtube.com/watch?v=GAnRiqks7GI&t=83s 2. Erasmus+ project KA101 TAKE ME OUT OF THE SHADOW dealing with the integration of digital tools and tablets in the implementation of the curricula of different subjects as well as foreign languages. The focus was on the SEN and gifted students. 3. Erasmus+ KA101 project titled FEELING AT HOME - Creating harmonious and collaborative classroom environment for children from underprivileged groups in prevention of early school leaving
5. Everyday languages	<p>4.1 Personal work experience abroad, 4.2 combining formal, non-formal and informal learning, flipped classroom, mobile tools, autonomy, 5.3 including parents, 5.4 supporting language diversity, environmental consciousness, eco-systemic commitment.</p>

	<p>Serbian, Romani as the language of the environment, Combining formal with non-formal learning, eTwinning projects, using tablets, smart phones, music and films, searching the internet for the information to be presented and connected with the topic in the class, linking languages with cultures.</p> <ul style="list-style-type: none"> - Environmental learning combined with language learning https://www.youtube.com/watch?v=GAnRiqks7GI&t=2108s

Priorities

Please note here the priorities (see Matrix)

Plurilingualism, intercultural learning

Interconnections

Use TrEOL and find out all potential connections

<ul style="list-style-type: none"> - Usage of different non-formal and informal sources of language acquisition and fostering students' learning autonomy - Language learning tightly connected to the cultural i.e. intercultural learning and fostering the acceptance of diversity as a benefit to LL
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Taking action

What could be the first steps

<ol style="list-style-type: none"> 1. <i>Designing and creating the intercultural escape space/s/</i> 2. <i>Establishing the dynamics, the age groups, the teachers in charge and the topics for the event/s/ INTERCULTURAL ESCAPE ADVENTURE</i> 3. <i>Creating tasks and organization of the events</i> 4. <i>Including participants from other local school onsite and other European schools online.</i>

Project title

Intercultural Escape adventure

Action plan

	Phases of development	Planned actions/activities	Involved staff
YEAR 0	Period 1: Initiating draft version (= on one aspect) of project May-June	<ul style="list-style-type: none"> - Staff meeting to promote the idea - Parents' council meeting to promote the project and ask for the consent, 	Foreign languages teachers

YEAR 1	<p align="center">Period 2: Planning August – September</p>	<ul style="list-style-type: none"> - Detailed planning of the steps, activities - The selection of the teachers to coordinate and lead the activities of the intercultural Escape space - Equipping the intercultural Escape space /interactive white board, the sound system for video conferencing, the adequate furniture, ... 	The Team for the social group of subjects
	<p align="center">Period 3: Implementing September – April</p>	<ul style="list-style-type: none"> - The Intecultural Escape Adventure will be organized three times a year. The team of teachers teaching languages and social studies consists of 12 teachers – English, German, Russian, Serbian, history, geography, religious education and civic education. They will work on creation of tasks to be given to students to solve in order to “free themselves” from the escape space. The tasks will have an intercultural nature and some of them will be created by using web 2.0 tools. - One of the three escpe spaces will be outdoor in the town. The tasks will be connected to the places of interest of our town, and the participants will be also our eTwinning partner schools from Greece, Turkey and Malta who will take part online. The students from four loca schools will participate in the activity as teams. The students will be equipped with mobile phones and the app GEOCACHING. The caches will be hidden in the vicinity of impotant places in our town. The caches will containg various intercultural tasks in different languages. - The tasks will be designed in such a way that online participants can also join the activity.. 	The Team for the social group of subjects
	<p align="center">Period 4: Evaluating interim report, September</p>	<p align="center">Evaluation of the work</p> <ul style="list-style-type: none"> - The number of teachers engaged, - The number of students participating - The number of activities performed in the café 	The project team
	<p align="center">Period 5: Evaluating Final report # 1, October</p>	<ul style="list-style-type: none"> - A satisfaction survey of Ts and Sts. - Testing of the sample group on the level of linguistic skill and intercultural competence measured 	The project team
	<p align="center">Period 6: Finalizing whole school EOL project, May – June</p>	<ul style="list-style-type: none"> - Dissemination of the project at school, to the parents, locally, nationally 	The project team, school principal, parents, teachers of other school
YEAR 2	<p align="center">Period 7: Planning August – September</p>	<ul style="list-style-type: none"> - Planning the activities, the dynamics, the participants for the second year 	The Team for the social group of subjects

	<p>Period 8: Implementing September – April</p>	<ul style="list-style-type: none"> - Implementing bilateral and multilateral activities with students from different countries. The new digital space which is under construction will have been completed and at our disposal. The so-called “the classroom of the future” will enable us to have highly technically supported online communication. 	<p>The Team for the social group of subjects</p>
	<p>Period 9: Evaluating Final report # 2, April</p>	<ul style="list-style-type: none"> - The number of online meetings. - Creating a digital collection of the above-mentioned meetings’ contents and activities. - 	<p>The project team</p>
	<p>Period 10: Transferring, disseminating, sharing May- October</p>	<ul style="list-style-type: none"> - Through the Erasmus+ programme and Schooleducation gateway promoting the school as an intercultural language space which can serve as an example of good practice in regard to intercultural and language learning, - Offering to host Ts and Sts for jobshadowing, short or long teaching assignment, school exchanges - Participation in national and international conferences, symposiums and seminars in order to disseminate the project activities 	<p>The project team</p>

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

The intercultural aspect of language learning will be considerably raised among students. Teachers will integrate intercultural learning in their regular classes considerably. The school will integrate The intercultural escape space in the yearly school programme. The level of the usage of foreign language will be increased and fostered further in an safe, motivating and inclusive environment.

Final Outcomes for the school (100 words max.)

The school recognized nationally and internationally as a school which fosters language learning and intercultural learning in an innovative way.
The school opened to all the European schools.