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Progress Report Form

Call: 2015

KA2 – Cooperation and Innovation for Good Practices

Project Identification

Action Type Strategic Partnerships (tick relevant box)* <i>*In case of cross-sectorial, also tick box of relevant educational field</i>		Addressing more than one field of Education, Training and Youth
		School Education
		Vocational Education and Training
		Higher Education
		Adult Education
		Youth
Project Agreement Number	2015-1-NL01-KA201-008977	
Project Title	The development of a programme of identification, new teaching methods and a chain oriented approach to prevent underachievement of gifted and talented	
Beneficiary Organisation Full Legal Name (Latin characters)	Stichting Samenwerkingsverband Passend Onderwijs VO 2801	
Contact Person (Title, first name, last name, e-mail address)	Phil Rhebergen, p.rhebergen@swvvo2801.nl	
Reporting Period (dd/mm/yyyy – dd/mm-yyyy)	01/09/2015 – 30-05-2016	



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Project Implementation

Please summarise the main developments in the project at this interim stage. Describe the activities already completed, the activities currently in progress and the activities to be organised for the remaining project duration.

Are the initial objectives, planned activities, identified targets and expected results being pursued, carried out and reached as initially planned? So far, have you encountered challenges or problems in implementing the project goals as planned? If so, what challenges or problems have you encountered? Please provide any relevant information considered necessary for a comprehensive overview of the current and further implementation of the project.



This picture shows the involvement of teachers in one of the 5 mainlines of the project, the "Strengthening the skills of teachers : identification and approach of Gifted and Talented children 2 – 6 years". In the learning activities of teachers teachers from all cities attend a 5 days course.

Objectives of the Project:

1. Improving range of lessons
2. Strengthening skills of teachers
3. Improving cooperation in and around education (chain approach)

Activities to carry out:

- a. Development of new education: Design Thinking and Metacognitive skills
- b. Skills of teachers: identification & approach of Gifted & Talented Children 2- 6 years , and application of method Practical Differentiation based on *The whole task first*" method of Dr. Fred Janssen (ICLON – University of Leiden)
- c. Development of chain approach (methodology)

On all the objectives and activities we made progress. On all 4 topics of education (Design Thinking,



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Practical Differentiation, Metacognition and Young Children Approach) training courses are held (resp. in Prague in October 2015) and in Ljubljana (January 2016), as planned. On all 4 topics Professional Learning Communities have been set up, in each city, led by moderators in each country. The PLC's organise additional sessions for inspiration, research and training, and discuss their experiences. A methodology/handbook for Practical Differentiation (English) has been published on the Project website and is available for every teacher involved in the PLC's and is also presented to other colleagues by workshops in some Academies (Stedelijk Gymnasium, SCOL).

Teachers from all cities developed a methodology of Metacognition, and are applying this in classes of 11/12 years children (in Czech Republic in Prima of the 8 year gymnasium or in the 5th grade of the Primary School, in Ljubljana in the 5th grade, and in Leiden in "groep 8"). At the same time the research on the impact has been started, with zero measurement in all involved groups, IST (Intelligence test) in all involved group, application in app. 50% of the involved groups and control groups without application. The first research period is a short pilot of about 3 month. We expect the results in app. July 2016. The second research will take at least 6 months. After that research the methodology will spread widely among teachers, and school directors. With support of the NIVD in the Czech Republic all materials are translated. More schools are involved apart from those cooperating officially in the project. That makes the research more robust and has the effect of dissemination. An interesting success is reported by the Holoubkov Primary School: after implementation of the Metacognition methodology students achieved remarkable success in the regional and even national Olympics.

Teachers involved in the Design Thinking project developed lesson-plans which they already applied in class situations. They divide themselves in each city in 3 groups to prepare student activities in the school-year 2016-2017. A group of 16 students 16/17 years from each city will start a 6 months project in November 2016, to present results in May or June 2017. These 48 students will cooperate in groups of 8 students (2 of each city) to work on different topics. For the expertise of these topics a cooperation group is set up consisting of representatives of the Leiden University (Paleozoology, Human Evolution, LUMC), Museum of Ethnology (project Identity), and Biodiversity Centre Naturalis (different subjects). We expect some more cooperation from Science-companies. Students on Design Thinking can count on inspiration by scientists of these institutions and will be coached by the mentioned teachers. In this way the project has impact on different levels: developing new education (teachers), cooperation within the chain (schools, institutions, companies), personal development of students. For the 14/15 years students (32 students) and 11/12 years pupils (24 students) a similar program is set up by colleagues and institutes in Ljubljana. The common theme is Environment (14/15) and Discovery (11/12)

Teachers children 4 – 6 years of age and leaders of pre-school groups (Leiden) or Kindergartens (other cities), form PLC's. For developing their skills they got inspiration and instruction in a 5 days course in Ljubljana. We discovered that the variety of educational systems and approaches is very large. After visits of Maruska Zeljeznov Senicar to cities and her analysis the teachers led by moderators will set up more common goals for identification and observation and practical approach, tailored to situations in each city. We are convinced that the whole period of the project (3 years) is needed to set up a solid basis. In the meantime the PLC's are exchanging practices and all kind of methodologies are exchanged and disseminated.

For all activities an impact-evaluation is set up, led by Dr. Jaap van Lakerveld (PLATO – University of Leiden). We have chosen not to restrict this evaluation to the topic Design Thinking and Chain-



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approach, but to implement it to all activities, to measure the impact on different levels (personal, teaching, schools, system) and on different lines: longitudinal (sustainable), horizontal (numbers of involved people), vertical (impact on the system of schools, institutes, existing superstitions) and transversal (involved subjects and situations). Self-evaluation activities are set up in all cities and are oriented on the targets of the project.

To realize all objectives we choose to set goals in all cities and in all schools according to the program, and based on the needs in every situation. For that fundamental action we cooperatively composed a *vision document* for the program (annex I). We use the *horizontal implementation model* as a vehicle for setting goals and carrying out of the project in each context. The Impact-valuation is also based on this model.

Goal Orientation	Inspiration	Design	Implementation	Reflection
Setting of: Organisation goals Team goals Personal goals	Discovery and exploration of new knowledge and skills	Translation of goals and inspiration into practice: new behaviour and interventions in the classroom.	The design is put into practice on a fitting scale.	Reflection and research in order to determine whether goals are achieved: On organisational level, team level and personal level
Translated into: Mission Statement / Vision Year plan Personal Development Plan	Presented by: Courses and workshops Internal study days Relevant Literature/films Other sources of knowledge	How: A match is made between the acquired inspiration and the wishes, possibilities and personal talents of the organisation [r school.	By implementing: Pilot projects to test the designs on team-level, project group level or personal level.	Determining: The next step in the development New goals on all levels.

With all activities the project Talentededucation might be very complex and the steering difficult. For that reason we made a substructure in which we focus on the ownership of teachers in the different fields of the project. The teachers are after all the determining factor of success. Besides the Project coordinator (with his project team), the project-leaders per city (responsible for all activities of the project in each city) we appointed in each country for each subject moderators, who are teacher-leaders. They have contact with each other, with experts and with project leaders. They moderate the PLC's and stimulate the agreed activities.

A Project Website is published and is still under construction. It provides already a good overview over different aspects of the project and some new materials and other products. In the website a communication platform is developed which will start officially after a instruction webinar at the end of June.

In this interim report we can conclude that a lot of activities are undertaken, conform the given schedule of the project. By making a substructure of ownership of all the activities, in which 18 partners are involved (see Project Management) we are able to manage the project in a proper way.

We will not neglect some challenges arising from cultural differences and differences in the educational systems in each country. The Dutch teachers are more common with the principles of innovation and teacher-leadership, Czech teachers felt more bound to the obligations of the national educational regulations (curricula). There are also still some challenges to understand each other on the approach of students who underachieve. Do schools have the best achieving students or the best potential students and what does that mean for the approach. Both Czech and Slovenian teachers and directors are not used to self-evaluation and in some cases even feedback. We have to



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explain that self-evaluation is a learning tool, a dialogue between learners and is about growth of both teachers or learners or directors and "systems".

In a positive way each Gymnasium, Grammar, Primary school or Kindergarten produces their experiences and projects with talented students which give an interesting insight in the opportunities each school uses, and give some inspiration as well to other schools.

Project Management

How satisfactorily is the ensemble of project partners contributing to the realisation of the project? Have the distribution of tasks been adjusted since the application?

Has any change in the composition of partners been deemed necessary (as already communicated to the NA), or is any change planned at this stage?

Besides the project management activities already described, what other activities have you carried out using the budget awarded for Project Management and Implementation?

As indicated already we made a structure of 4 cooperating main partners (Network organisations) and 14 beneficiaries (schools, university). The Leiden network organisation (Samenwerkingsverband Passend Onderwijs 2801) is coordinator of the whole project. Project Meetings take place with at least 2 representatives of the 4 main partners. Each main partner is steering the beneficiaries in each city.

This makes the project coordination feasible and it works very well. Each main partner is provided with the budget of each city and is directly accountable to the coordinator. Each partner provides the needed information for the Mobility Tool and is responsible for the implementation of the project in all lines of the project in the cities and for the dissemination in cities or in the country.

In relation to the involved partners we can notify that one beneficiary in the region Plzen (the J.S. Baara Gymnazium) hath withdrawn and has been replaced by the Gymnazium L. Pika (Plzen), with consent of the Czech National Agency of Erasmus+.

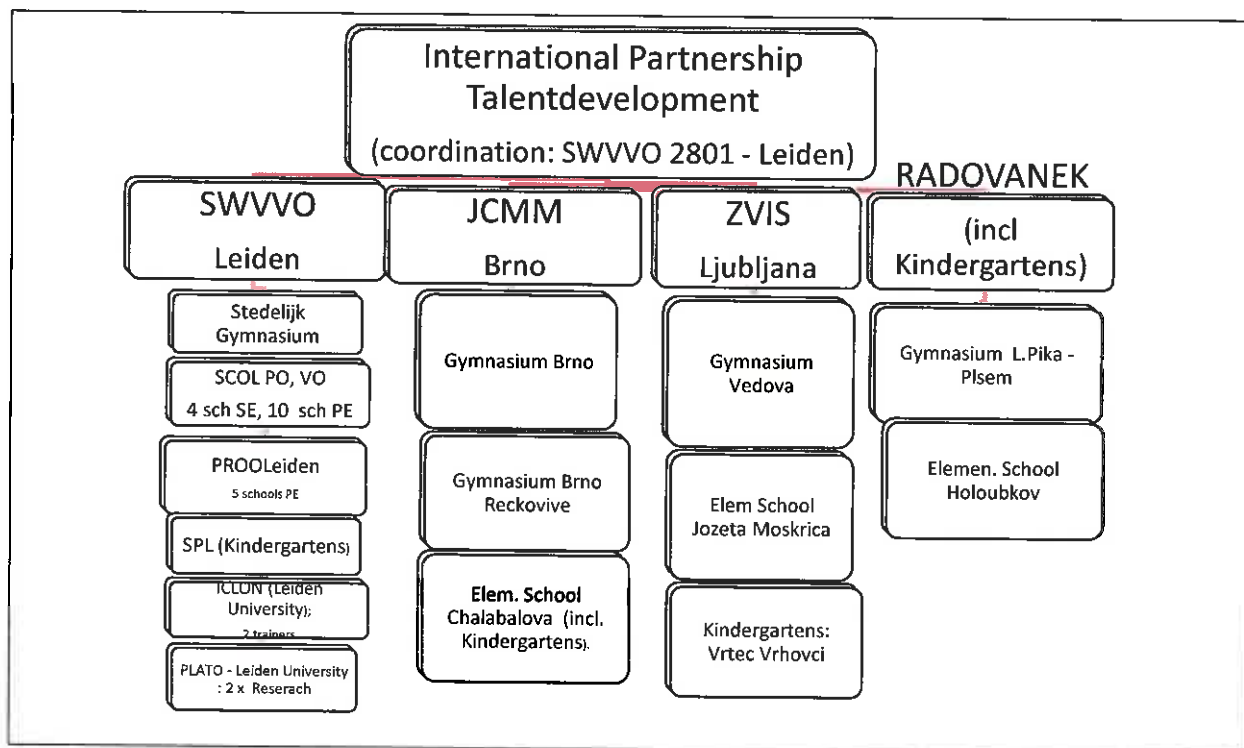
We added to this structure a new one (as a matrix) of teacher leaders (moderators) involved in the implementation of teacher activities. The reason why we described above. This enables project leaders, the coordinator, experts to have a direct contact to the learning communities of teachers (PLC). So we are able to lay the responsibility for development in a basic level in the communities. We have 12 (in some cases also duo, that means 14) moderators. They communicate with skype or in webinars. The moderators are paid for their implementation job by funds from the project management.



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Which monitoring activities have you carried out so far in order to assess the extent to which your project is reaching its objectives and producing its results? If relevant, how are you measuring the level of success of your project? Have you defined quantitative and qualitative indicators? What measures are being used to handle project risks (e.g. conflict resolution processes, etc.)?

Organisation: The project coordinator has visited each city twice for monitoring the project, to meet moderators and school directors. The results of these contacts and meetings are reported to all partners. To produce transparency we produce all reports, every result, photo's and all certification in maps on Google Drive. We use a similar spreadsheet for the (spending of the) budget which is transparent for each of the partners.

Progress of the objectives and content: We use the Impact-evaluation model of Jaap van Lakerveld (Plato) on each level. We promote the evaluation outcome to publish in f.i. web blogs or in presentation in Academies .

We discuss openly all mental or "political" problems rising from the different cultural or school-political situations. We have much skype contact. Sometimes the project coordinator travels to a city to meet the partner and to discuss situation

Transnational Project Meetings

Please provide useful information the Transnational Project Meetings organised so far (e.g. number of meetings, topics covered, participants in the meetings, etc.)



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Numbers of meetings: 3

- Kick off Leiden september 2015) – 6 participants;
- Meeting Plzen/Prague: - 10 participants
- Meeting Ljubljana : 9 participants

Topics

- Organisation of the project
- Organisation of teacher activities (training, learning communities)
- Exchange of students /organisation of student activities
- Impact Evaluation
- System approach: setting goals using Horizontal Implementation Model
- Website
- Dissemination of the project

Intellectual Outputs

If you have included Intellectual Outputs in your project, please describe what you have achieved so far.

Are these Intellectual Outputs being realised in line with the initial expectations and plans? If not, please describe why and what you will do to achieve your goals.

If relevant, please attach any supporting documents (work plans, charts, etc.) to illustrate in detail the progress made in the realisation of the Intellectual Outputs so far.

O1: New Curriculum Metacognitive Skills: Instructions for lessons: counting, language, reading tasks, geography and history tasks.; provided by Dr Marcel Veenman and Mrs Sarka Portesova, and adapted to the class situation by teachers

Instructions and tasks also in Czech Language.

O2: Design Thinking: lesson plans are already available; the "Sensei Creativity" test for Design Thinking is also available; Instruction on Design Thinking; Some good practices.

O3: New instruments identification and approach talented early childhood; Still at the beginning of progress; Power point Presentation with instructions is available; Goal: next year production of a. protocol identification and approach b. Observation instrument c. good practices

O4 : Practical Differentiation: Handbook available with theory and lesson plans: *Teaching with Perspective*; some Good practices available

O5 : Chain approach: Impact Evaluation model available;

O6 : I –Tool; Website is publishes; I tool integrated; The use of the I –tool has to be implemented



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Multiplier Events

If you have organised Multiplier Events in your project, please identify and describe them, also making the connection with the relevant Intellectual Outputs mentioned above.

In the development of the project the Multiplier Event is planned in June 2018 (end of the project)

Learning/Teaching/Training Activities

If you have organised learning, teaching or training activities in your project, please describe in which phase are these activities (organisational planning, programme planning, participant selection, implementation, etc.) Are the activities in line with your plans? If not, please describe why.

We undertook the following activities, as planned in the schedule of the project

1. Training of teachers about the subjects Metacognition, Practical Differentiation and Design Thinking, by experts (Marcel Veenman, Fred Janssen, Lineke van Tricht) in Prague from 18/10/2015 till 22/10/2015
2. Additional training in Plzen (restoring the absence of some teachers from Plzen on the 11th and 12th of February 2016)
3. Training of teachers and leaders of young children in Kindergartens (Czech Republic and Slovenia), and Preschool and Primary schools (Leiden) from 24/01/2016 till 28/01/2016, by expert (Maruska Zeljeznov-Senicar)
4. We set up Professional Learning Communities (PLC) for each subject in each city lead by moderators (one of the teachers)
5. We set up a impact-evaluation process for each participant developed by PLATO (Leiden University), to follow and describe every single development in the learning process for teachers, students, staff, schools
6. Additional training of teachers in all cities to implement the R&D program for Metacognition, lead by Mrs Sarka Portesova (Jan Masaryk University) and Marcel Veenman (Instituut voor Metacognitie Onderzoek (IMO))

Actually we did a lot more for the project comparing what is exactly planned.

We selected more teachers from Leiden to the training activities (30 teachers to Prague instead of 18, and 9 teachers/leaders to Ljubljana instead of 6). So we can spread more knowledge in schools. Slovenia sent more teachers to the training in January (Young Child).

We organised additional training and we plan to train the moderators for their role in the PLC

On the short time a webinar is planned for moderators of all partners to discuss practices and the impact evaluation.

Dissemination and Use of Projects' Results

Which activities have you put in put in order to disseminate project results in the future?



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If your project has already achieved some of the expected results, have you started disseminating these results? If so, in what way?

On the local level we planned to inform all members of the participating (staff, teachers, students, parents, stakeholders) to inform by newsletters, on local websites and on the website of the project (www.talenteducation.eu). That is done in all cities (cf. Annex III)

We are visible and communicate also on facebook: <https://www.facebook.com/Talent-Education-1565479503741999/>

Moreover we use the local network of The Leiden Approach (schools, universities, other educational institutes, the City Government of Leiden, museums a.o.) to inform other organisations than those of the beneficiaries, and to present the already achieved practices. Teachers involved in the project presented their results in 5 workshops on the Leids Onderwijs Festival on 15/03/2016. We present the Project to the Representatives of the Administrations of all Educational Organisations in Leiden (De Leidse Onderwijs Tafel) on 20 June 2016, as example of good practice of Internationalisation and the way we are working on "impact" of the project. In October 2015 we presented the project on a conference in Prague about Creativity, in January 2016 in Ljubljana we presented the project on a conference about the Identification an Approach of Young Children , and we organised in the same conference a workshop. We presented some workshops by different members of the project on the ECHA conference "Talents in motion" in March 2016 in Vienna and the 13th ICIE conference Excellence & Innovation in Basic-Higher Education & Psychology (Rijeka, Croatia) in May 2016.

The topics Metacognition, Design Thinking, Practical Differentiation (3 project-lines) are presented to all teachers on all schools in Plzen, Ljubljana and Brno. In newspapers in Plzen and Holoubkov and on websites of the participating schools the project is presented.

In the PROO academy, the Academy of the Stedelijk Gymnasium and the Academy of SCOL teachers presented their experiences from the project and held workshops.

We are invited tom present the project on a Congress about Talent Education in Brno on the 11th and 12th of October 2016, and to present some workshops about good practices.

Some teachers have a weblog on their experiences.

Other useful information

If relevant, please provide any other relevant information deemed necessary to give a comprehensive overview of the current implementation of the project.

We add some documents as an Annex to this report:

Annex I: Vision Document

Annex II: Talent education programme (summary)

Annex III : Impact – evaluation model

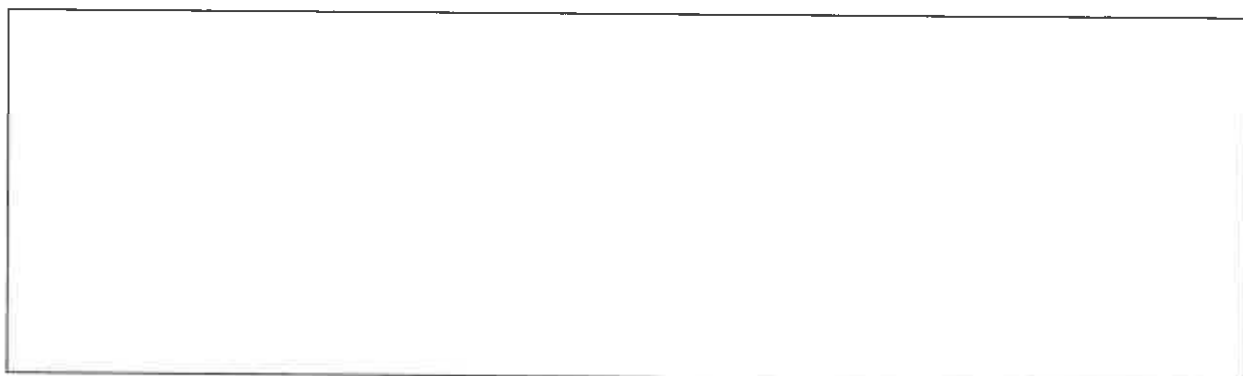
Annex IV: Some documents showing activities within the project, from different cities.



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Budget

Financial statement on the EU grant

	Total amount
Grant awarded from the Erasmus+ Programme (as in your Grant Agreement)	€449.870
1st Pre-financing payment: grant already received from the Erasmus+ Programme	€179.948
2 nd Pre-financing payment: grant already received from the Erasmus+ Programme	---

Checklist

Before submitting your report form to the National Agency, please check that:

- ☐ All parts of the progress report form that are relevant to your project are filled-in
- ☐ The report is signed *[if the NA accepts the report by e-mail, the section "Beneficiary Signature" should be signed, scanned by the beneficiary and attached to the email together with the report]*



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Beneficiary Signature

I, the undersigned, certify that the information contained in this interim report form is accurate and in accordance with the facts.

Place: Leiden

Date 31-05-2016

Name of the beneficiary organisation:

Stichting Samenwerkingsverband Passend Onderwijs VO 2801

Name of legal representative:

Mevr. K. van Oort, chair of the Executive Board

Signature:

Stamp of the beneficiary organisation (if applicable):

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