

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

"LOOKING FOR A QUALITY EDUCATION: IMPROVING LEADERSHIP, INCLUSION AND ATTENTION TO DIVERSITY IN OUR SCHOOL THROUGH THE LIFELONG TEACHING TRAINING AND THE JOB SHADOWING IN EUROPE"

Project Coordinator

Organisation CEIP MENENDEZ PIDAL
Address VIÑA CORONA S/N , 24300 BEMBIBRE , Castilla y León , ES
Website www.ceipmenendezpidal.centros.educa.jcyl.es

Project Information

Identifier 2019-1-ES01-KA101-061665
Start Date Jun 1, 2019
End Date May 31, 2021
EC Contribution 10,294 EUR
Topics Disabilities - special needs ; Quality Improvement Institutions and/or methods (incl. school development) ; Inclusion - equity

Project Summary

We start from a need of our school as an institution, which is the teacher training in leadership, inclusion and attention to diversity, as well as the improvement of the linguistic competence of students and teachers, thus continuing with the approved projects of the 2016/17 and 2017/18 courses and the improvement of organizational aspects of the school. The management team is of recent formation and aims to improve various aspects of it. We must take advantage of the fact that as head of studies and coordinator of the Erasmus + project, I have the unconditional support of the director and the bilingual section, so structural changes can be made more easily. We have been immersed for a decade in the bilingual project, and although the results are good, we must try to improve aspects not only related to the language, but also to the specific needs that the students present in a greater degree and number. We believe that knowledge of new strategies related to attention to diversity and inclusion are fundamental for our school to improve. We must continue to promote this internationalization of the institution, giving it a European dimension that creates ties of cooperation beyond our borders. We must favor equal opportunities and the individualization of education, something that we are gradually achieving but that we still have a long way to go. Among the competences that can be improved, we find that the management and organization of an educational school can always be improved, and therefore training in leadership and organization of educational institutions is fundamental in a relatively new management team.

We understand that the figure of a leader is essential to carry out projects as a team, and that this team responds in an effective and motivated way. Values such as the communicative capacity, command capacity, the cooperative profile, the charisma, the credibility, the requirement, the ability to persuade, the visionary spirit, respect ... to a great extent they can be innate but they also have to be cultivated and strengthened through their own experience and new acquired knowledge. The school, as a very particular and fundamental management system in the development of society, requires effective leadership and continuous improvement.

The heterogeneity in the educational response is broad and depends a lot on contextual variables. It is necessary to train in specific methodologies that are framed within good, inclusive practices and can be extrapolated to our educational system and, in particular, to our school. The work of educational guidance requires knowing and disseminating strategies, methodologies and resources for improving the teaching / learning process and therefore, it is of special importance in our current society, referring to teaching both in the ordinary classroom and in the classroom of English language.

We firmly believe that the permanent training of teachers is the backbone for achieving educational excellence. Our teachers are trained, but a teacher must not stop trying to continue learning.

Therefore, with these structured courses we intend not only to improve the linguistic competence in English, since it will be carried out abroad, but also to reinforce aspects that will mean a substantial difference both for the team of teachers and for the institution.

We also start from a social reality, since our school is located in an area that, due to the decline of mining, the unemployment rate has increased notably and the future prospects are not flattering. We want to contribute our grain of sand, promoting real inclusion and providing our school with tools to open borders to the plural world that surrounds us.

Given the socio-economic context of the school, it is also important to continue working and deepening the inclusion of all students, for which courses abroad will provide us with new tools and strategies, resulting in a different vision of the process of teaching-learning, based on the experiences of teachers in European education systems. On the other hand, the linguistic immersion in English-speaking countries is a key element for the maintenance of a good level of this language, being necessary to do refresher courses and recycling with relative frequency.

It is clear that social needs are transferred to educational institutions, and it is we who, based on these identified needs, should try to alleviate them. Erasmus + is a very valuable tool for improving educational quality and, in particular, the aforementioned aspects susceptible to implement in our school.

Link to project card: [Show project card](#)