



A COLLABORATION

TOOLBOX TO BUILD

A SCHOOL FOR ALL.... TOGETHER IS BETTER!

NEWSLETTER 4

Our 4th project meeting in Lucija, Slovenia



6-8 October 2014 "Autumn in Lucija"



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MONDAY 06.10.2014

Monday morning we started the working day after a good night sleep and great breakfast @ Hotel Lucija. Jezerka and Mojca waited for us in the lobby and took us to the school close to our hotel.



We arrived at the Lucija Primary school and were friendly welcomed by two students opening the door. In Lucija, there are always two students present to welcome guests and to handle “lost and found”. Their teachers provide work for them. This is a way of peer learning in social skills and communication.

We had time for some coffee and a lot of fruit and were really impressed by the new dining hall.

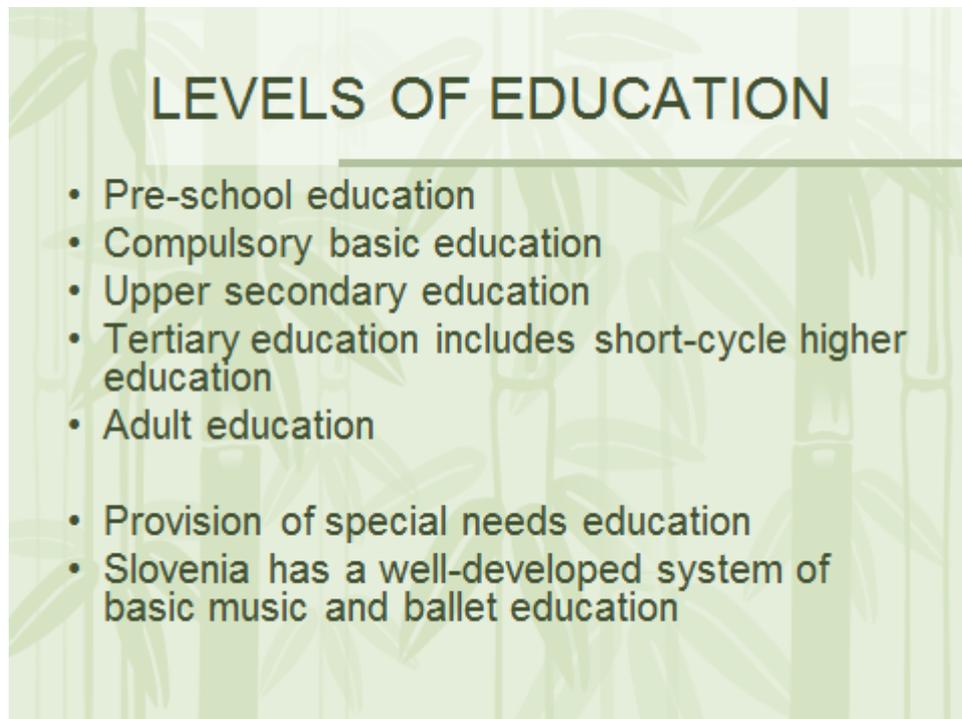


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We took place at Jezerka's classroom and the principal of the Lucija primary school, Katja Arzenšek Konjajeva, gave a presentation of the Slovenian school system and the organization of their own school.

The Slovenian School system:



In the Slovenian school system children with SEN have the option to attend mainstream schools and nursery schools, schools offering adapted programs, units at mainstream schools that follow the adapted program or units at special institutions.

The Lucija Primary school:

The school is a state funded school with a population of 500 students between 6 and 15 years. There are 40 SEN students in the school and 40 gifted and talented students. Also there is a group of 15 immigrant students. All 57 teachers have a master degree in education. Children with SEN are supported by a team of 5 mobile teachers.

Next to the school there is also a kindergarten with which there is a good collaboration. The aim of this collaboration is to help preschool children to a smoother and less stressed transition to the first grade.

Afterwards Marleen gave an overview of the Comenius program in Slovenia and pointed out the aims of the working groups. She gave a summary of the results of the questionnaire we all filled out in Sweden.

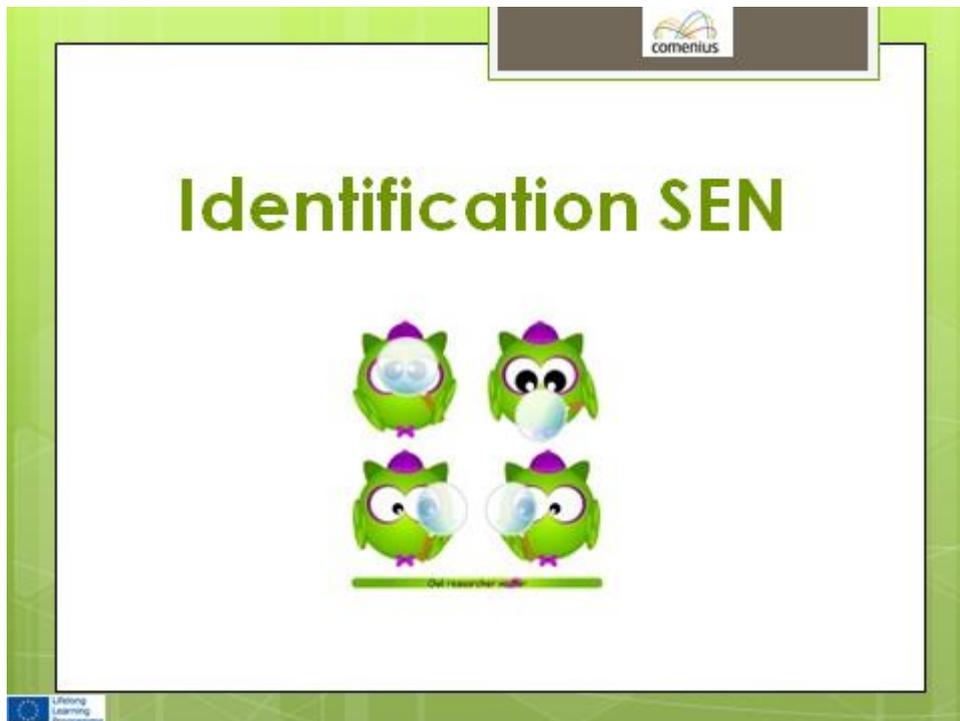


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The value of the buddy teams was questioned by some local teams. So these systems had to be re-evaluated. Therefore Marleen made a short questionnaire which will be evaluated at the end of the day.

After the break some colleagues of the Slovenian team introduced to us their assessment for SEN-children in a playful way. Deja and Irena explained the 7 steps they have to take to identify the children with and Veronika talked about cooperation with the kindergarten.



Step 1: Teacher's part

Step 2: Individual professional support

Step 3: School's integration with external institutions

Step 4: Testing of the child

Step 5: Expert opinion about the child

Step 6: Decision on the Placement of Children

Step 7: Implementation (at the school)



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Just before lunch students of the 9th grade took us on a guided tour around the school. We were all impressed because they spoke English so fluently.

The gym:



In the afternoon Jezerka, Andreja and Mojca gave a presentation on the Smartboard about e-learning and m-learning. They showed us in a creative and interactive way some exercises how to work with the children on the IWB. Mojca taught us some Italian, colours and animals; Jezerka showed us some good examples of flipped learning.



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ICT & Inclusion

- **advantages**
- **individualisation and differentiation**
- **school for all:**
 - **e-materials** and **e-contents** and **different teaching and learning methods:**
 - for **all learning styles,**
 - for **different special needs,**
 - for **achieving different learning objectives**
(level of difficulty, different abilities)



Then we had a surprise. We experienced how Mojca Čok teaches an interactive Italian lesson with Hokus the Dino in a leading role. Even though we don't speak Italian we understood the purpose of the activity.

When Veronica came into the picture we finally understood why she was dressed in her typical Slovenian national costume. She invited Kimmo to dance. The rest of us followed. We were very pleased to stretch our legs after a hard day of work.



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After a short break a mother of a student with dyslexia gave her point of view on how she and her daughter experienced going to a mainstream school.

After a very interesting and tiring day we just sat down to have a drink and evaluate the day in a casual way.

All of us ended the day with a nice walk uphill towards Strunjan where we could enjoy a delicious meal. We were entertained by two local musicians. We all had a great time: Together is better !

From Sara's and Eija's blog:

It was a lovely thing to meet all project members and a warm welcome from our Slovenian hostesses.



The summer was still there, and it gave an extra nice feeling for the meeting. The first day in Lucija followed the structure we had found good. We heard the results of the evaluation we had made about our Uppsala meeting. After that came the presentation of the Slovenian school system. It was followed by an active discussion with lots of questions. Then we had a tour in the school with the pupils as excellent guides for us. In the afternoon we saw a presentation of the possibilities of digital materials and environments in the education of the pupils. An active leading to the local culture consisted of Italian learning and national dancing. At the end of the day we heard a mother's story about her child's learning with dyslexia and the possibilities of the school.



Coffee, tasty lunch, fruits, juices and biscuits kept us working. Thank you for the first day!



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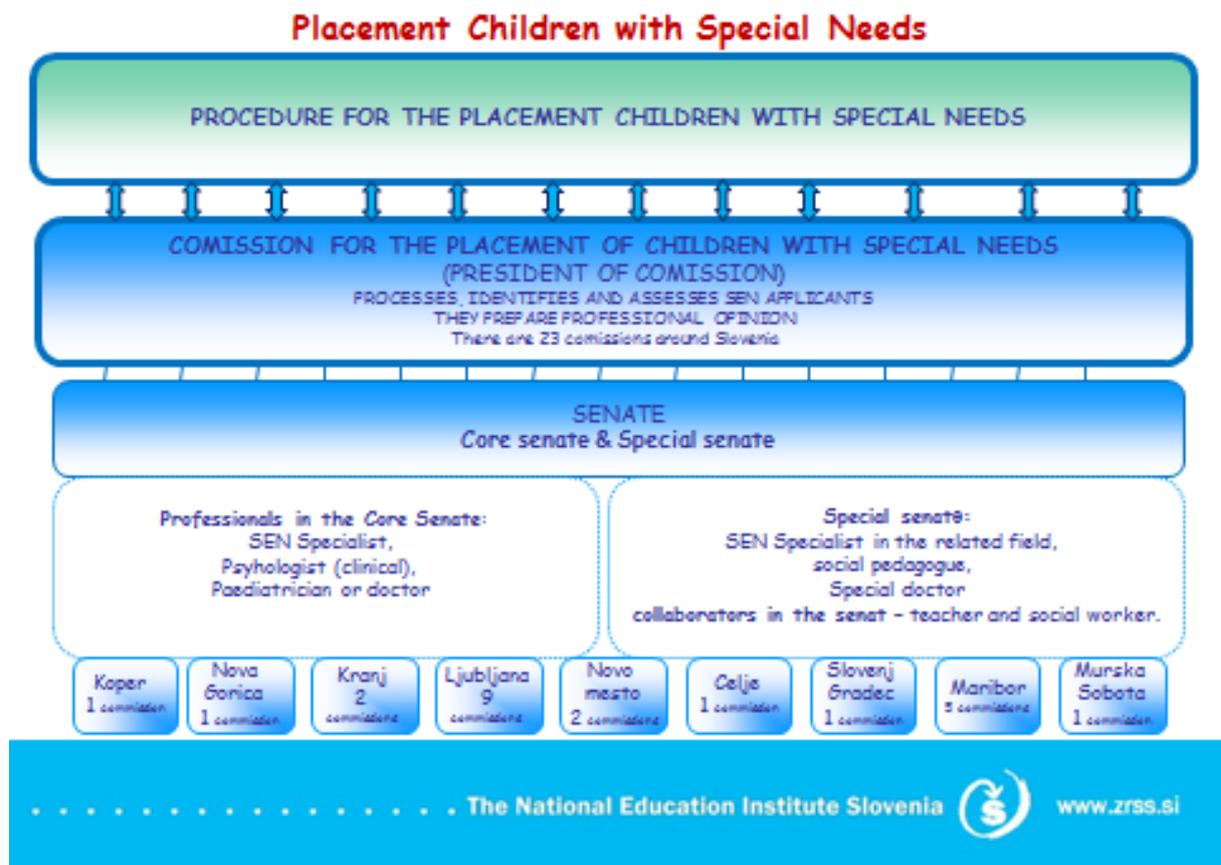
Tuesday 07.10.2014

Tuesday morning we met at the school at 8.15 a.m. The school provided a bus to Koper.

Faculty of Education and Institute of Education (Koper)

The first visit of the day was The Faculty of Education and Institute of Education in Koper. There we were welcomed by the principal of the Institute.

Natalia Vovk-Ornik informed us about inclusive education in Slovenia. First she explained the procedure for the placement of SEN-children.



The mainstream school has the responsibility to detect a possible problem in the learning development. They can notify a mobile teacher at the school. This mobile teacher gives advice and briefly assesses the presumed problem. The parents are notified about the worries of the teacher. The school tries to support the pupil by applying special measures. When this doesn't work, the school can put in a request to the Commission for placement of SEN-children for extensive and professional evaluation of the child. The school can put in the request without the approval of parents.



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The commission processes, identifies and assesses the child with a team of professionals (e.g.: psychologist, pediatrician...). They prepare a professional opinion.

When the child gets a SEN-statement the commission decides how many hours of extra support the child will get in the mainstream school (max. 4h). The support is provided every week throughout his whole school carrier. The commission also decides if the support is given in the classroom or individually.

Parents have to allow the help of the mobile teacher.

Then we got some facts about SEN-children in Slovenia.

SEN-children are divided in 10 different types.

Placement of Children with Special Needs Act

(OG RS, No. 54/2000, 3/2007, 58/2011)

- I. children with intellectual disabilities
- II. the blind and partially sighted children and children with defect of visibly function
- III. the deaf and hard of hearing children
- IV. children with speech and language impairment
- V. physically impaired children
- VI. long-term ill children
- VII. children with deficiencies needs in specific fields of learning
- VIII. children with emotional and behavioral disorders
- IX. children with autism
- X. children with multiple disabilities



Slovenia counts approximately 6821 SEN-children (= 8.5% of all pupils).

The largest group of SEN-children diagnosed are those with learning disabilities (35%). Approximately 31% of SEN-children have a combined disorder.

Just in 2014 a new category was made for children with autism. In the past they were included in the



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group of children with long term illness or severe speech and hearing disabilities.

Placement children of all ages with special needs by type of disability	Total	Share in %
children with mental disability	354	5,41
the blind and sight sighted children	30	0,47
the deaf and hard of hearing children	127	2,0
children with speech and language disabilities	656	10,2
children with physical disabilities	98	1,53
children with long term illnesses	792	12,43
children with specific difficulties in any area of learning	2.273	35,68
children with emotional and behavioural disorders	71	1,11
children with more than one, or a combination of the above mentioned special educational needs)	1.978	31,05
Total	6.821	100,00
Share %	100,00	

Source: National Education Institut for the year 2013

SEN children include into different programmes

- the program for preschool children with modified provisions and additional expert help;
- the adapted program for preschool children / development departments
- **basic school program** with modified provisions and additional expert help (regular curriculum)
- **basic school program with adapted curriculum– programmes with a professional aide and**
- **basic school program with special curriculum** (for SEN children who attend **separate special education like centers which deal with social health care** (there are 5 centers in Slovenia), and **specific SEN schools for children and youth which help to educate and train them** (special institutions which cater to the blind, the deaf and children with physical disorders).



At the end we had the possibility to ask some questions. The Belgian teams were surprised there is no waiting list for the testing and placement of SEN-children.

Centre Elvira Vatovec (Strunjan)

By bus, we went to Strunjan for our next visit: the Centre Elvira Vatovec. We arrived out of breath from the steep walk uphill. But when we got a pouch of invigorating lavender everyone was back on their feet quickly.



The Centre for Training provides education for approximately 72 pupils (ages up to 25). The principal stressed their objectives with the SEN-children: uplift the self-esteem and nurture the wellbeing of the child. They divide their pupils into two groups. The first group entails pupils they can train to work in a normal environment (as an assistant). The second group entails the students with intellectual disabilities. They try to teach this group work related skills, to improve their chances of working in a protected environment. Finding a job for these pupils proves to be very difficult in Slovenia. Next to their school curriculum The Centre for Training stresses the importance of extracurricular activities (e.g.: Special Olympics, travelling, joining a club...)



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They also have a strong program to work with the pupils parents called 'U and me'. This program helps parents to accept the diagnosis of their child.

After this presentation we were invited to a special dance performance by the pupils. They really put in a lot of effort!



For lunch we were invited back at Primary School Lucija.

CKSG Portorož

After lunch we took the public bus to the CKSG (Centre for Hearing and Speech Impairment).

The principal Marko Strle welcomed us in the institution and we received a sponge in the form of a fish (the logo of CKSG).



CKSG specializes in working with children with speech and hearing problems. In the institution they provide education for 72 pupils. These pupils are divided in two groups: autism and speech and hearing problems. With their mobile service team they support 350 pupils integrated/included in the mainstream schools. And they also provide after school therapy for children with speech and hearing problems.

As a critical point the director told us they have a lack of specialized materials and speech therapists.

At the end we were invited to take a look around the Centre. These are a few pictures of the Centre:



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Group discussion

To conclude the workday we had some time within our own country-teams to discuss the day (sticky-notes) and any questions about the project.

Sightseeing of Piran



After our working time there was time for some sight-seeing of Piran. A guided tour was provided for us. This way we could see all the beautiful places Piran has to offer.



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At the end of the tour we went gift-shopping in local salt shop.

The chocolate with sea salt was especially popular.



After some free time in Piran we were invited for dinner in the seaside restaurant Ivo. Food and wine were excessively provided.



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From Sara's and Eija's blog: For Tuesday the weather forecast promised rain with the probability of one percent so there was again a lovely day of visiting to begin. We were due to visit the Faculty of Education and Institute of Education in Koper, the Centre Elvira Vatovec in Strunjan and CKSG in Piran. The bus trips Lucija - Koper - Strunjan - Lucija - Piran and walks in Piran gave us the possibility to see the landscape with

the Adriatic sea, nice houses, beautiful gardens, olive, kiwi and magnolia trees, vine yards, salt basins etc. During the day we learnt about the Slovenian inclusion, teacher education, and support systems for the children with different special needs like severe learning difficulties and hearing and language problems. As always a vivid discussions and a lot of questions followed the presentations. In the end we had a discussion about the targets and possible questions about our project. We ended the day with a part of European history by walking in Piran.

Wednesday 08/10/'14

Wednesday morning we met at the school at 8.30 a.m. We were divided in 9 groups by choosing a coloured smiley 😊.

Visit of different classes – Primary School Lucija

Group 1: Italian school: Gym-class in Italian by a Slovenian teacher

Group 2: 1st grade: Slovenian language: two teachers (main teacher + co-teacher)

Group 3: 1st grade: Italian language lesson

Group 4: 2nd grade: Slovenian language

Group 5: 5th grade: Mathematics: two teachers (main teacher + teacher-assistant => pupil with behavioural problems)

Group 6: 3rd grade: Art: two teachers (main teacher + mobile teacher => dyslexia)

Group 7: 3rd grade

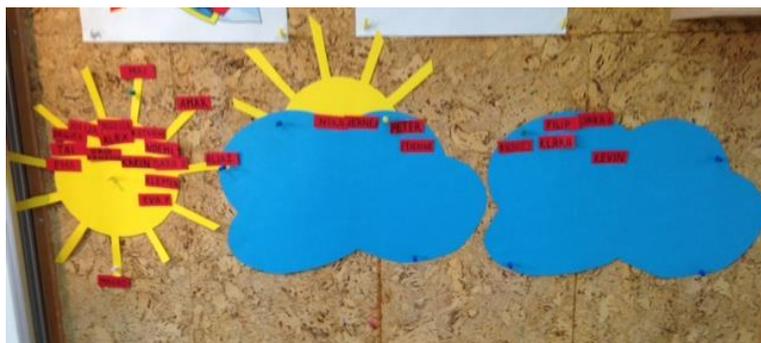
Group 8: 7th grade: Geography

Group 9: 1st grade: World orientation: two teachers (teacher + co-teacher)



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Working time: finalizing products

After we visited the classes we worked in the different groups, after the organization of the working groups was explained: partners worked in the following teams: the toolbox-team; the newsletter, & blog team; the inclusion team; the digital team; the closing conference team and the glossary team.

Glossary

IT- team

Newsletter

Inclusion-team

Toolbox-team

Blog

Closing conference



At the end of this productive day every group had the chance to present what they worked on. Joke did her first “performance” as our coordinator from the SJABI school. And we finalized the day by filling in the evaluation form. More information will be put on our website, which is growing fast.



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From Sara's and Eija's blog: the morning of our last project day there was a cloudy sky but the weather was warm. We had the opportunity to visit classes and see different ways of learning and teaching. After a short "where are we now discussion" we started our working groups. The work took place till afternoon. The digit group worked with Google Drive and website. We got clear information on what to do to get the materials in the right folders. It is important to name the file so that it is informative enough for people to get interested in. Dissemination is an important part of this project and it is important to put all activities on Google Drive. The importance of e-Twinning was pointed out. All the instructions will be in the minutes.

In the Google Drive there is a folder for the good pictures which can be published. Newsletter team has almost finished the work. Some feedback is needed to finish the job by next Wednesday. The blog is also almost ready. The glossary team has put the work in Google drive. The inclusion team had had a deep discussion about the concept and actually they had agreed those seven principles EU commission has worked with. The preparing of the closing conference began also. The toolbox team worked with sticky notes, they told us what had been seen which makes the inclusion more true. The group shared "the what to do list" in google co-operation.

Evaluation was to be done before the closing of the meeting. Next time we will meet in Finland!



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THANK YOU SLOVENIA!!!



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