Learning Leadership for Change

DELIVERABLE 1.1

Description of the common identification and selection process (including the final list of participating schools and geographical areas)

Editor(s)	Ivete Azevedo, Nazaré Barros (DGE), Enrique Martin (EUN)
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CONTRIBUTORS

Name	Institution
Ivete Azevedo	DGE (WP Leader)
Nazaré Barros	DGE (WP Leader)
Enrique Martin	EUN
Amanda Debattista	SNC
Josephine Mifsud	SNC
Jan De Craemer	MVG
Jose Alberto Hernandez Gañan	JCyL
Fco. Javier Magdaleno Fuentaja	JCyL
Antonella Turchi	INDIRE
Elettra Morini	INDIRE

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COMMON IDENTIFICATION AND SELECTION PROCESS REPORT

INTRODUCTION

The main purpose of this report is to present a written description of the full identification and selection process within the different countries/regions of the L2C project. This includes the overall agreed criteria and the final lists of regions and schools participating in the programme.

The ministries of education and/or the regional partners involved in the project, supported by EUN, a network of 34 European Ministries of Education, were responsible for the identification of the Schools and geographical areas selected for the launch of the L2C network.

This stage of preparation and selection of schools was launched during the L2C project's kick-off meeting. The selection criteria were commonly discussed and agreed by all partners, while ensuring homogeneity, common interests and main aims of the process.

The main goal during this phase was to identify at least one/two of the priority areas (based on the intrinsic interest identified) in the different participating schools.

In this report we present the working steps followed within work package 1 during the first phase of the project. Each country has already selected the schools that are part of this pilot project, national kick-off meetings have been organized in order to introduce participating schools to the programmes activities, and all selected schools are actively participating to the project's activities.

SELECTION CRITERIA

Ministries of education and/or the regional partners of the L2C projects with the support of EUN were responsible for the identification of the Schools. Selection criteria had to be commonly discussed and agreed by all partners.

Partners took into account the following criteria, as agreed during the partners' kick off meeting to select the schools:

1. Interest in the topic and commitment:

    Interest in shared leadership practices and commitment to participate in the project throughout its 3 years and beyond (to continue implementing & disseminating the practices and outcomes of the project).

2. Language competence:

    Basic level of communication in English.

3. School team:

    Commitment and engagement from the school to set up a shared leadership team that will be available throughout the lifespan of the project. In the case a member of the team unexpectedly has to leave the school, the team will be responsible of finding a replacement.

4. Support from the school principal:

    The school principal will commit to provide active support for participating school members. Preferably, to be directly involved in the shared leadership team.

5. Interest/Level of proficiency in the three fields of the project:

> The schools selected should have interest in at least one or two of the project evaluation areas (STEM, ICT and Digital Citizenship). Schools willing to develop their school's mission within the three areas will be prioritized.

The following elements were also considered for the selection process:

- Selection of schools according to a geographical area:
  Some partners mentioned that this will enable formal and non-formal collaboration and networking between the schools. Others preferred to decide this element according to the national needs and possibilities.
- Number of representatives from each school:
  Three members from each school leadership team will be appointed as school representatives at the national level, two of them will participate in the international meetings in Brussels. Partners are welcome to invite more than three school members for the national activities.
- Number of participating schools:
  Partners may involve more than 3 schools in order to guarantee that at least 3 schools will fully complete the project activities. In the scenario that all 4 (or more) schools are finally involved the project activities, partners will make sure to allocate the corresponding resources to allow all school representatives (at least 3 per school) to participate in the national activities and the international meeting in Brussels (2 per school).

The regional perspective of the L2C programme is intended to ease the organization of activities at the national level, which are crucial during the initial phase of the project. Some of the countries have also defined additional national/regional criteria as detailed below:

Castilla y Léon (Spain):

- Geographical coverage (regionally spread with the participation of different provinces);
- Schools from both urban areas (three of them) and from rural areas;
- Bilingual schools.

Flanders (Belgium):

- Representation of the major education providers (catholic schools, community school, municipality schools and provincial schools);
- Different types of secondary education schools (some offering general education and others offer technical or vocational education).

Italy:

- Representation of lower secondary and the upper secondary level schools;
- Both general education and vocational education centres have been selected;
- Schools located on territories that are relatively close to each other and to INDIRE [a school from a big city (Milano), a school of a smaller city (Viterbo) and a school of a rural area (Figline Valdarno)].

Portugal:

- Schools located in territories that are relatively close to each other and to DGE;
- Representation of a variety of national school context (larger cities, capital's perimeter, small cities and rural areas).

- Schools with experience in STEM and Innovation projects willing to improve at the ICT level.

METHODOLOGY/DESCRIPTION OF THE SELECTION PROCESS

Each partner country designed its own methodology attending the following phases: fine-tuning of the conditions for participation, identifying and informing the teaching staff directly interested in taking part and collecting contact data about all participants for them to be kept informed about activities and to communicate with each other. A short summary is provided in this section and the full information may be found in the annex.

Castilla y León (Spain)

The Castilla y León region is currently working with a network of 24 schools (19 Primary Schools and 5 High Schools). They are called BITS (Bilingual, Inclusive, Technological and Safe Schools) schools, considered the role model for future schools that will join this Group in the future.

The five High Schools are already involved in a regional project to implement innovation in the schools and act as role models for rest of schools in the region regions. Due to their involvement and encouragement to participate, all 5 High Schools have been invited to participate in the L2C project (even though the budget was limited to three schools). Extra costs will be covered by the partner.

Flanders (Belgium)

The selection process of schools in Belgium was done through an open call issued on February 20th 2018. A newsletter was sent out to a network of 700 of schools and ICT-co-ordinators and 17 secondary schools indicated their interest in the programme. These schools received a note with more detailed information about the L2C project and a list of requirements and requested engagements (as agreed on the L2C kick-off meeting of 8-9 February 2018). Schools were asked to confirm their interest and 8 of them stated their willingness to participate in the project. Based on the data received from the schools and on the criteria mentioned above, 5 schools were selected and 3 were rejected. The costs for the two extra schools will be covered by the partner.

Italy

In Italy the schools were recruited through direct contacts, all of the schools had already collaborated with the INDIRE for other projects or activities.

After been contacted, schools were provided with further details concerning the L2C project (short project description, tasks of the participating schools, selection criteria...).

The three schools selected responded very positively and agreed to participate in the project.

Malta

Due to the organic structure of the Maltese partner as a cluster of schools, the first two slots were directly allocated to its two secondary schools by default. The third school, a primary school, was agreed by St Nicholas College's heads of schools.

Portugal

The pre-selection of schools in Portugal was carried out, taking into account their previous experiences or activities within the fields of STEM and eSafety. Moreover, schools had to show willingness to improve their implementation of ICT teaching and learning.

All the schools received a document explaining the basic requirements and the requested engagement in terms of time investment and team involvement.

Once the school's identification phase was finalized, participation was approved by the Ministries and/or the regional authority and notified to EUN in order to proceed with the preparation phase (task 1.3 from the Description of Works).

SELECTION RESULTS & MAPPING (FINAL LIST OF SCHOOLS AND GEOGRAPHICAL AREAS)

Table 1 presents the final list of schools and their location. For further details please see the Annexes.

Table 1: List of participating (pilot) L2C schools

School name	Location	Country
IES Arca Real	Valladolid	Spain
IES Antonio Tovar	Valladolid	Spain
IES Los Sauces	Benavente (Zamora)	Spain
IES Antonio Machado	Soria	Spain
IES Pablo Díez	Boñar (León)	Spain
Provinciaal Instituut Lommel	Lommel, Province of Limburg	Belgium
Gemeentelijk Technisch Instituut Londerzeel	Londerzeel, Province of Vlaams-Brabant	Belgium
GO! Secundair Onderwijs Lennik (Middenschool)	Lennik, Province of Vlaams-Brabant	Belgium
RHIZO Lyceum OLV Kortrijk	Kortrijk, Province of West-Flanders	Belgium
KA Redingenhof Leuven	Leuven, Province of Vlaams-Brabant	Belgium
Istituto Tecnico Statale "Artemisia Gentileschi"	Milano	Italy
Liceo Scientifico "Paolo Ruffini"	Viterbo	Italy

School name	Location	Country
Istituto Comprensivo "Figline Valdarno"	Figline Valdarno (FI)	Italy
Attard Primary School	Attard	Malta
Rabat Middle School	Rabat	Malta
Dingli Secondary School	Swatar l/o Dingli	Malta
Agrupamento de Escolas de Alvalade	Lisboa	Portugal
Agrupamento de Escolas Amadora Oeste	Amadora	Portugal
Agrupamento Escolas do Barreiro	Barreiro	Portugal
Agrupamento Escolas Marinha Grande Poente	Marinha Grande	Portugal
Agrupamento de Escolas de Alcanena	Alcanena	Portugal

CONCLUSIONS

This report confirms that the L2C project has all been executed as planned, and so far, all tasks have been successfully accomplished.

A total of 21schools are involved in this project, an average of 4 per country.

The number of teachers involved per school aims at assembling one head of school, a pedagogical adviser, one main subject teacher or one teacher. These practitioners act as representatives of the school leadership team.

ANNEX 1 - CASTILLA Y LEON (SPAIN): NATIONAL CONTEXT & SCHOOL SELECTION PROCESS

DESCRIPTION OF THE NATIONAL/REGIONAL CONTEXT IN THE AREA OF SHARED LEADERSHIP:

The Castilla y Leon region is conscious of the importance of leadership in educational organisations. The idea of shared leadership is promoted in schools though it really takes time to implement it as a whole. Therefore, the aims of this project and the commitment of the schools taking part from Castilla y Leon, are going to be very important to spread shared leadership in across by implementing it through a European project like L2C.

The five High Schools selected have students from 12 to 18 years old. They offer Compulsory Secondary Education and Baccalaureate. Some of them also offer Vocational Studies.

DEFINITION OF SELECTION CRITERIA (ACCORDING TO THE NATIONAL/REGIONAL CONTEXT):

The criteria for selection has been based on:

Geographical coverage: High Schools from four different provinces. Besides, these schools cover areas from east to the west, and from north to south of one of the widest regions in Europe. Therefore, the scope of influence is great for the project. Schools from urban areas (three of them) and from rural areas (2 of them) were also selected.

Skills: The five High Schools selected have excellent level in STEM. They are bilingual (that is, they teach at least two non-linguistic subjects in English as well as English language). They are innovative schools, as they have participated in previous Innovative projects in Castilla y León. They have a high ICT level as they have a high score in the ICT level criteria according to regional standards. They are Safe Schools, which means that they promote a safe environment and student's health and wellbeing.

Commitment: All these schools have shown commitment in previous projects they took part in Castilla y León, and also they have shown willingness to participate and to get the most out of the European project.

SELECTION PROCESS

The five High Schools selected, are now involved in a regional project to implement innovation and to work as role models for other schools in the region. They are a total of 21 schools, of which 16 Primary Schools and 5 High Schools. These High Schools are the best options for the project. Even though it was agreed to select at least three schools per partner, it was decided to select five as in order to get the best out of the project assuming the extra costs it may infer to the regional project budget.

Essential information about the aims of the project, the tasks required from them and what is expected from their organisation was provided.

The project has been very well received. Names of the teachers and the managing staff who will participate in the project will be provided in the coming future.

LIST OF SCHOOLS

Table 2: List of schools

School name	Location	Short description
IES ARCA REAL	VALLADOLID	A High School located in the suburbs of the largest city in the region. They offer Compulsory Secondary Education, Baccaulerate and Vocational Studies.
IES ANTONIO TOVAR	VALLADOLID	A High School located in the suburbs of the largest city in the region. They offer Compulsory Secondary Education and Baccaulerate
IES LOS SAUCES	BENAVENTE (ZAMORA)	A High School located in a town in the province of Zamora, in the west of the region. They offer Compulsory Secondary Education, Baccaulerate and Vocational Studies.
IES ANTONIO MACHADO	SORIA	A High School located in the centre of one of the smallest cities in Castilla León. It is located in the east of the region. They offer Compulsory Secondary Education, Baccaulerate and Vocational Studies.
IES PABLO DÍEZ	BOÑAR (LEÓN)	A High School located in a small town in the north of the region. They offer Compulsory Secondary Education and Baccaulerate

SCHOOLS' DESCRIPTION

IES Arca Real

Description

IES Arca Realis a medium size centre located at the South- East of Valladolid, the current capital city of Castile-Leon region. The school is in "Delicias" one of the biggest suburbs in town. The neighbourhood appeared in the XIX century as an industrial area and it has remained like that since then.

There are about 600 students and 60 teachers. About half the students come from this neighbourhood and among them there is an important number of immigrants mostly coming from Eastern Europe and South America. The other half come from a nearby village. They come to school using a school bus service.

There is also a Bilingual Section, in which students from first to fourth year follow studies in English in Social and Natural Science and P.E., apart from English as foreign language. The school gives great stress in the acquisition of foreign languages (such as French and Chinese Language and Culture, in addition to English), and technology (initial and advanced Computer Programming classes, Robotics and Industrial Technology).

The school also provides Vocational Training Courses related to Finance and Management, and has organized varied Erasmus + exchanges with European companies to provide students with some working experience in an international atmosphere. In addition to this, some students have created a virtual company and have recently travelled to Barcelona for a few days in order to attend an international meeting where they presented their company to peers around the world.

Shared leadership team

Table 3:Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience*
María José Quintana Donoso*	School Principal and teacher	Finance and Management	Finance and Management	18 years as civil servant
Jose Carlos Sánchez Abellá	Assistant Principal and teacher	Finance and Management	Finance and Management	28 years
Rosa María Ramos Largo*	Assistant Principal and teacher	Social Studies	History, Geography,	From 1992
Beatriz Santos Carreras	Second Assistant Principal and teacher	Foreign languages	English	From 2010

Name	Role	Area of interest	Area of expertise	Years of experience*
Julián Zarza Muñoz	School secretary and teacher	Technology		From
Clara López Sánchez	Mediation coordinator and teacher	Therapeutic Pedagogy and Special Education		From 2005
Inmaculada Arranz	English teacher	Foreign languages	English	From 2000
Pilar Millán	English teacher	Foreign languages	English	From 1987
Ana Belén Gómez	Social Studies	Geography and History		From 2002
Eva María Tejero	Teacher and head of Department	Spanish Language and Literature		From 1992

Representatives attending the meeting in Brussels.

School commitment

Meeting deadlines and delivering a good standard of work is a top priority.

Project areas

Different areas will be decided depending on how this project develops.

Previous experiences

The school has participated in the following international projects:

For some years, the school has hosted students from all over Sweden who wanted to spend one academic year in Spain.

- 2009: Leonardo Da Vinci project with a school in Germany
- 2011: Comenius Assistantship that was very successful, as the students had the chance to meet a person from another country and learn about other cultures
- 2013- 2015: Comenius Project entitled "Water, Every Drop Counts" with schools from Hungary, Bulgaria, Estonia, Ireland and Portugal. This project dealt with the significance of water in daily life, in an attempt to bring up a new eco-generation who would emphasize the priority of environment protection.
- 2013- 2016 the school also participated in the Comenius Project "TC4PI, Teachers Competences for Plurilingual Integration" involving other schools and universities in Valladolid, Lithuania, Turkey, Poland and the Czech Republic.

Vocational Training students also participate in Erasmus + projects (KA 102 & KA1)

IES Antonio Tovar

Description

The IES Antonio Tovar is located in the southwestern area of the city of Valladolid, between the Pisuerga River and Salamanca Avenue. It is a centre that currently has about 600 students and that teaches ESO and Baccalaureate of Science, Humanities and Social Sciences, along with the Bilingualism program in English and the program of Improvement and Learning and Performance, PMAR.

The students who attend the High School are very heterogeneous and come from the affiliated centres that correspond to two areas; On the one hand it collects students from the near villages: Arroyo (La Flecha, La Vega, Sotoverde), Ciguñuela, Geria, Simancas, Villanueva and Valdestillas and, on the other hand, the neighbourhoods of the city that surround the High School: Arturo Eyríes , El Palero, Parquesol, Alameda Park, La Farola and students who live in the Residence of the Football School of Real Valladolid, from different places in Spain and abroad.

It is worth noting the presence of gypsy students, who live in the Arturo Eyries neighbourhood and represent 7% of the students. In addition, the presence of immigrant or foreign students is remarkable: Bulgarians, Romanians, Chinese, Taiwanese, Israelis, Hispanic Americans, South Koreans, Indians ... up to 12 different nationalities.

It is also important to consider the number of students with high abilities and those with specific needs.

The social extraction of the families is also very varied, there are low, medium and medium-high according to their areas of residence.

This heterogeneity makes the Plan of Attention to Diversity and the constant proposal of improvements so that the students receive the educational attention that responds to their needs have special relevance in the centre.

Another important aspect is the development and consolidation of the Bilingualism Project, with 7 years of experience, in the centre. Currently there are about 200 students participating in this program distributed in 10 groups throughout all ESO courses and the forecasts are increasing. This situation requires a lot of coordination from the Management Team, the Bilingual Project Coordinator and the Departments to plan the organization of the bilingual section.

Regarding the teaching staff, the IES Antonio Tovar has a stable staff. In the current course, the Centre has 58 professors, of whom 34 are permanent.

Another of the important aspects of the centre is the faculty that attends, in a specialized manner, students with different needs and who is part of the Guidance Department.

The Centre's Training Plan is always structured around ICT, the centre's linguistic project and inclusion.

One of the priorities of the current management project is to work for the improvement of the different spaces, including the sports courts and the gymnasium, which are insufficient for the progressive increase of the students. One of the principles of the quality of teaching is the concern for healthy habits, among which is the practice of sports.

In other aspects, such as the increase of the IT equipment of the centre, the different management teams, without the help of the administration, have managed to significantly expand the provision to give an educational response to the increase of the students and with the aim of increasing the level of ICT in the centre, level 4 at present and with the request

made to reach the level 5. All the classrooms have a computer with an internet connection and a projector. It also has four computer rooms for student use and a 3D printer.

The centre has its own website hosted on the server of the Ministry of Education of the Junta de Castilla y León. This page is updated almost daily, and it can be consulted all the information on the life of the centre: http://www.iesantoniotovar.com. The use of Blogs del Tovar that facilitate the dissemination of activities and projects is also widespread.

In addition, IES Tovar is also on social networks through twitter (@IES_Tovar) and Facebook (IES Antonio Tovar).

Shared leadership team

Table 4: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
María Ortega*	ICT teacher	Bilingual. STEM. ICT advanced level. Inclusive School. Innovation. Ciudadanía Digital.	ICT	15
María Teresa Hernánz*	English teacher	Bilingual. Inclusive School. Innovation.	English	19
Rubén Domínguez	Geography and history teacher	Bilingual. ICT advanced level. Safe School. Innovation. Ciudadanía Digital.	Geography and history	8
Nuria Salgado	Biology and geology teacher	Bilingual. STEM. Promotion of health and wellbeing. Inclusive School.	Biology and geology	12
Cristina Cimas Directora del IES	Maths teacher	STEM. Innovation. ICT advanced level Inclusive School	Mathematics	20

Name	Role	Area of interest	Area of expertise	Years of experience
		Safe School Promotion of health and wellbeing Digital citizenship		

Representatives attending the meeting in Brussels.

School commitment

The management of the centre expresses its interest in promoting shared school leadership as a means to change, through an innovative network of leadership distributed among the professionals of the educational centre.

The management of the centre is committed to implementing the Project in the centre during the 3 years of its duration.

The team participating in the project is committed to working on it throughout its life.

The Director of the centre expresses her support to the participating teachers and will participate actively in the Project.

The teachers participating in the Project express their interest mainly in three fields: STEM, ICT Level and Digital Citizenship.

Project areas

STEM, Innovation, ICT Advanced Level, Inclusive School, Bilingual, Safe School, Promotion of Health and Wellbeing

Previous experiences

The IES Antonio Tovar has experienced, in recent years, a notable increase in the number of students, due to a large extent, to the effort made by the successive Management Teams and by the teachers of the centre to attract students to achieve Educational Excellence through its participation in numerous Programs and Projects:

- 2008-2009: Educational Innovation Project "Learning with the Newspaper".
- 2013-2016: Improvement Plan: "Creation and Maintenance of the Textbook Bank at the Antonio Tovar IES".
- 2014-2015: Improvement Plan "Improvement of Basic Competences through a school garden".

Recognized as one of the best quality experiences developed by schools supported by public funds and educational services of the Community of Castilla y León during the academic year 2014/2015 (ORDEN EDU / 69/2016, of February 5, by which they are recognized the best quality experiences developed by centres supported by public funds and educational services of the Community of Castilla y León during the 2014/2015 academic year).

- 2014-2015: Improvement Plan "Gender does not differentiate you, it makes you equal". Creation of the Gender Observatory of Tovar
- 2014-2015: Self-evaluation model (IES Antonio Tovar)
- 2015-2016: Educational Innovation Project "Creation of a Green Office at IES Antonio Tovar".

- 2016-2017: Improvement Plan Oficina Verde del Tovar
- 2016-2017: Research project "La isla imaginada" with students from 4°ESO, in the subject Ethical Values, directed by Estela Montes
- 2016-2017: "3D" Educational Innovation Project.
- 2016-2018: Elaboration of the Centre's Linguistic Project.
- 2016-2018: The IES Antonio Tovar has been selected by the Directorate General of Innovation and Educational Equity to be part of the BITS network of centres.
- 2016-2018: Participation in the European STARS Project in collaboration with the City Council of Valladolid, the DGT and the Municipal Police to promote mobility on foot and by bicycle.
- Since 2001, the Digital Magazine of the INNOVA centre has been created, first on paper and since 2012 in digital format.
- All the courses the students participate in different competitions of Olympiads of Philosophy, Physics and Chemistry, Mathematics and Latin.
- 2017-2018: Participation in the experimental program "Liga debate" for the improvement of oral expression skills.
- 2017-2018: Participation in the contest of environmental initiatives in the classroom "Lights, Camera, Environmental Action", convened by the company Ecoembes.
- 2017-2018: "I dreamed another world" project. The centre has requested the participation in the announcement of the prizes-subsidy to projects of education for the development in educational centres of the Community of Castile and Leon 2018 (Order of December 22, 2017 of the BOCyL).
- 2016-2018: Participation in the "Releo Plus" Program.
- 2017-2018: Application for the "Seal of Healthy Living" badge ("Order ECD / 2475/2015, of November 19, by which the seal of quality of educational centres seal Healthy Life is created", Official State Bulletin, 281, November 24, 2015.
- 2017-2018: "We read" program. "We read" is an initiative of Fundación Telefónica and Fundación José Manuel Lara. The two foundations come together in an online environment to promote the habit of reading in the school environment and the improvement of reading and digital skills of young people.

IES Los Sauces

Description

The IES LOS SAUCES is a centre of rural scope, in which more than 700 students can study the ESO, Baccalaureate in its two modalities: Science and Technology and Humanities and Social Sciences, in addition to the studies of formative Cycles of intermediate and superior degree of the professional families of Automotive, Electricity and IT.

The IES Los Sauces offers a bilingual program with more than 10 years of experience and has a long history of exchanges and international projects in this line.

Situated in the Centre LIIGüístico Plan in Castilla y León, a pioneering BIT centre (Bilingualism, Inclusion and new technologies) and characterized by promoting the opening to the methodological transformation in a search for quality and improvement of teaching practice that implies collaborative work, new methodologies, encourages an entrepreneurial character, breaking with the apathy of the comfort zone and allowing students to grow in their future projection.

The organization has a moral obligation to compensate for a structural and social lack (tradition, lack of opportunities, absence of intellectual stimuli) becoming a dynamic agent of the European and international dimension in the school environment.

There are many activities developed related to European projects, Comenius, etwinning, TECNICEA project (Technology and innovation in the educational context of the student with Portugal during the 2013-2105 courses). Exchange programs with the Netherlands (during the last 7 consecutive courses and developing a common bilingual project on "Water and Climate Change"), with Germany (during the last 5 years), with Finland (since 2016), with the United States, Massachusetts (from 2012) In addition to the linguistic and cultural immersion programs in Dublin, France, Portugal and Italy.

During the 2017-18 academic year the centre participates in the educational innovation program Observa_acción (individually - (Aula UNO A UNO) and as a centre- Aula CENTRO a CENTRO with Galicia). The project with the 3D printer has also been developed during two courses and participation in the educational innovation project "PLC INNOVA" was requested.

The IES Los Sauces has been selected as a centre to participate in the program of "SCHOOL EXCHANGE WITH CENTRES OF REGIONS OF CANADA, GRENOBLE AND DEPENDENTS OF THE KULTUSMINISTERIUM".

Students have been selected to participate in the scientific deepening camps organized by the MECD.

Accompanying these actions of international dimension, the Centre is immersed in an extensive program of Promotion of Reading with performances such as "We visit the writers" with creative writing and reading workshops with writers such as Fernando Iwasaki, Raul Vacas, Jose Maria Merino, Gustavo Martín Garzo among others.

The Centre Training Plan covers a very wide range, from training in 3D printers, to active methodologies, PBL: project-based learning in the CLIL field, Neurodidactic and neurolinguistic with high participation of the Cloister.

Teaching staff of the Centre and Advisers of the teacher training centre of the Regional Government of Castilla y León that will promote and boost the dissemination and impact on the provincial educational environment.

The management team, especially, and the teachers involved in various departments, have extensive experience in educational exchanges and / or collaborative work with Portugal, France, Holland, Germany, the United Kingdom, Italy, Finland, Iceland and the United States.

The promotion of linguistic plurality is one of the main priorities as a tool for international projection for content acquisition.

As a bilingual centre and member of the network of bilingual community centres, the development of non-maternal languages through the CLIL methodology and the development of active methodologies and PBL (Project Based Learning) is a priority.

The Centre has a level 5 in ICT competences, this being the highest level that can be chosen, which has required a broad training process in these skills, still in force during the last 15 years and the LEOTIC certificate.

Given the need to respond to different problems that affect society today, the Centre has been significantly involved, in collaboration with other local and provincial agencies, in a policy of inclusion of difference, of the integration of inequality in society through projects such as "Theater-Forum, volunteer programs, learning and service, older brothers, expanded education, values education, bullying prevention, gender violence, bullying, ...".

All this constitutes a hallmark of identity, work method and brand of the educational process of the students: responsible students, educated in values, autonomous, protagonists of their learning and involved in society with international projection.

Shared leadership team

Table 5: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Mª Elena Valle Santos*	Director	Leadership, new methodologies, ICT and motivation.	English	22
Julia Tejerina Andrés*	Chief of Studies	Leadership, new methodologies, ICT and motivation.	ICT, Maths and Science (STEM)	14
Andrés De Prada Mazariegos	Chief of Studies	Leadership, new methodologies, ICT and motivation.	Vocational training	15
Bartolomé Gomaríz	Teacher	Leadership, new methodologies, ICT and motivation.	Physics and Chemistry.	20
Encarnación Pérez	Teacher	Leadership, new methodologies, ICT and motivation.	History, Geography, art and Ethical Values.	31
Asunción Manso	Teacher	Leadership, new methodologies, ICT and motivation.	Maths	10
Mª Isabel Alonso	Teacher	Leadership, new methodologies, ICT and motivation.	Chief of Studies	31

Representatives attending the meeting in Brussels.

School commitment

The Centre's line of work is already enhancing the improvement in methodological aspects linked to new technologies, the inclusion of students attending to the diversity of the same within the European dimension and collaborative work. Starting from the current reality, IES Los Sauces wants to have a dynamic student body, which is involved in the reality that it is their turn to assume a critical and constructive position on this reality. For this, it is needed:

- Enhance the linguistic competence in different languages.
- Respond to the technological challenges brought by the classroom with special attention to cyber-education and cybersecurity.

- Enhance and stimulate the use of active, collaborative and inclusive methodologies in all social dimensions that occur in the Centre.
- Train teachers to take on these challenges in new technological tools, skills, methodologies etc.
- Practically manage the material resources of the Centre, as well as the organization of times, spaces and teaching teams, so it is necessary to search and observe good practices in other national and international centres with extensive experience in these fields.

Based on the detection of clearly improvable areas, training in the following sections is needed:

- Linguistic competence in foreign languages.
- Top-level technological-digital competence.
- Observation and reflection on classroom management, spaces and resources.
- Training in new technological and methodological tools.
- Training in new ways of developing creativity, entrepreneurial spirit and collaborative work.
- Training in the European school network "The Future Classroom lab" with the creation of new physical spaces that imply a change of roles of students and teachers with support for different learning styles that involve as many types of students as possible.

The project will allow to know new methodologies that complement the work that is being done in the centre within the development of the BIT project at a regional level. In addition to the face-to-face and online training that the faculty carries out during these years, the possibility of participating in courses structured abroad by faculty members or training advisors, will broaden the vision of methodologies and classrooms of the future for implementation in centre. The fact of making mobility to the advisors of the training centre, justifies the interest, involvement and coordination between IES Los Sauces and the Teacher Training Centre, makes possible the improvement in the training offer to the centre through the experience acquired in the mobilities.

It will also serve as a basis to establish contacts with other teachers or European professionals to request future strategic partnership projects.

Project areas

STEM, ICT, Digital Citizenship, PBL, Leadership for a methodological change for education improvement.

Previous experiences

There are many activities developed related to European projects, Comenius, etwinning, TECNICEA project (Technology and innovation in the educational context of the student with Portugal during the 2013-2105 courses). Exchange programs with the Netherlands (during the last 7 consecutive courses and developing a common bilingual project on "Water and Climate Change"), with Germany (during the last 5 years), with Finland (since 2016), with the United States, Massachusetts (from 2012) In addition to the linguistic and cultural immersion programs in Dublin, France, Portugal and Italy.

During the 2017-18 academic year the centre participates in the educational innovation program Observa_acción (individually - (Aula UNO A UNO) and as a centre- Aula CENTRO a CENTRO with Galicia). The project with the 3D printer has also been developed during two courses and have requested participation in the educational innovation project "PLC INNOVA".

The centre has been selected to participate in the program of "SCHOOL EXCHANGE WITH CENTRES OF REGIONS OF CANADA, GRENOBLE AND DEPENDENTS OF THE KULTUSMINISTERIUM".

Students have been selected to participate in the scientific deepening camps organized by the MECD.

Accompanying these actions of international dimension, the Centre is immersed in an extensive program of Promotion of Reading with performances such as "We visit the writers" with creative writing and reading workshops with writers such as Fernando Iwasaki, Raul Vacas, Jose Maria Merino, Gustavo Martín Garzo among others.

The Centre Training Plan covers a very wide range, from training in 3D printers, to active methodologies, PBL: project-based learning in the CLIL field, Neurodidactic and neurolinguistic with high participation of the Cloister.

Teaching staff of the Centre and Advisers of the teacher training centre of the Regional Government of Castilla y León that will promote and boost the dissemination and impact on the provincial educational environment.

The management team, especially, and the teachers involved in various departments, have extensive experience in educational exchanges and / or collaborative work with Portugal, France, Holland, Germany, the United Kingdom, Italy, Finland, Iceland and the United States.

The promotion of linguistic plurality is one of IES Los Sauces' priorities as a tool for international projection for content acquisition.

As a bilingual centre and member of the network of bilingual community centres, the development of non-maternal languages through the CLIL methodology and the development of active methodologies and PBL (Project Based Learning) is a priority.

The Centre has a level 5 in ICT competences, this being the highest level that can be chosen, which has required a broad training process in these skills, still in force during the last 15 years and the LEOTIC certificate.

IES Antonio Machado

Description

The Antonio Machado Secondary School meets the educational needs of various groups. First, Compulsory Lower Secondary Education and Upper Secondary Education; secondly, Upper Secondary Education at night, Distance Education and finally, Vocational Training Education, medium and higher grade.

The daytime students come mainly from the downtown urban area next to the high school. As a result of its location and the aging of the population in the area, there may be limited possibilities of increasing the number of applicants. The students from other countries who have enrolled in the school do not mean any special problems, except for those derived from the process of cultural integration and the change of the educational system.

The night, distance and vocational Training students come from the whole urban and even provincial area instead, since these teachings respond to very diverse training needs, which do not find a place in other educational schools. The purpose of the majority of the students who take one of these two modalities is continuing their Higher Formative Cycle studies or improving and promoting their work. The students who attend one of the two training courses offered at and by the school show a high degree of motivation and commitment in their training with very specific interests.

This diversity of the Antonio Machado Secondary School students must be translated into a real educational offer which allows us to achieve the following goals:

- Increasing the degree of satisfaction of the people who participate in the educational process: students, parents and teachers.
- Encouraging the entire educational community´s participation and consensus in common projects.
- Adjusting the activity of the school to the students´ characteristics and the demands of the social and working environment.

These priority and general goals are specified in the following pedagogical targets:

- Attending each student´s educational needs properly.
- Enhancing the development of gifted students´ skills or those with specific abilities.
- Boosting the Information and Communication Technologies use and new educational methodologies in all of the school's departments as a main factor for pedagogical renewal.
- Promoting actions for the development of skills related to key competences among the students.
- Encouraging the participation of students in bilingual sections due to the importance of languages for a comprehensive personal education.
- Guaranteeing the tutorial action and the academic and professional orientation. Forming and training the whole teaching-learning community for reflection, capacity and responsibility.
- Developing reflective attitudes and balanced and permanent criticism in different daily situations. This goal should be reached after the progressive assimilation of the fundamental values and the understanding of the social environment.
- Carrying out complementary and extracurricular activities that allow a proper use of leisure and free time and that may complement the curricula of the different subjects.
- Fostering mutual respect among all the members of the educational community, appreciation for the school and what It represents and the feeling of belonging to it.

Shared leadership team

Table 6: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Fernando Santamaría Jorge*	Secondary Teacher – Chief of Studies	STEM Inclusión Bilingüismo Nuevas metodologías TIC	Biology	28
Miguel Adán Merino*	Secondary Teacher – Chief of department	STEM Bilingualism ICT	Physics and Chemistry	11

Name	Role	Area of interest	Area of expertise	Years of experience
Mª Victoria Caballero Rodríguez	Secondary Teacher – Chief of department	Inclusion Bilingualism	English	29
Yolanda Álvaro Peña	Secondary Teacher – Chief of department	Inclusion Bilingualism	Services to the Community	22
Jorge Jiménez Lafuente	Secondary Teacher – Chief of department	Inclusion Bilingualism	Music	20
Inés Soria Fernández	Secondary Teacher – Chief of Studies	STEM Inclusion Bilingualism, New methodologies ICT	Technology	22

Representatives attending the meeting in Brussels.

School commitment

In recent years, the IES Antonio Machado has experienced a considerable change, not only in the way in which the teaching activities are dealt with daily, but also in the relationship with the school's environment. The feeling of the educational community is that the high school has opened up, in the broadest sense of the word, and a sense of belonging to this historical high school has been developed. Students, parents, teachers and institutions appreciate this change, as it has contributed significantly to improve the work atmosphere. For this reason, IES Antonio Machado has been included in the BIT Centres Network (Bilingual, Inclusive, Technological and Secure), with the purpose to serve as an example and model of good educational practices.

Along these work lines, the teaching staff has been trained on two bases: a line training in innovative methodologies and the use of ICT as a pedagogical tool and another one based on educational, emotional and multiple intelligences aspects. In addition, an Improvement Plan was proposed, focused on self-training and collaborative learning. This basically consists in sharing experiences with new educational methodologies such as collaborative learning, work for PBL projects, gamification, Flipped Classroom, mobile learning, multiple intelligences...

For all these reasons, it is very important to continue with this line of work IES Antonio Machado thinks has bet for. There should be support in this task, as well as to share the results obtained and the accumulated experience with other schools. With the school's participation in the Project "Learning Leadership for Change" (L2C), these purposes should be achieved.

Project areas

With the participation of IES Antonio Machado in the L2C Project, the school would try to promote school leadership through analysis, evaluation, training and practice exchange in the following areas:

- NEW TECHNOLOGIES: The use of ICT has changed both the way of teaching and the way of learning. It is obvious that the training objectives for the students have also changed, since their future demands to be trained to use and produce with the new media. In addition, teachers have had to change communication strategies and assume the role of learning facilitator in diverse environments.
- INCLUSION: There must be an inclusive educational response that offers students the training opportunities they demand. This inclusive environment should work as a compensating mechanism facing possible socio-economic, cultural or other inequalities. Moreover, it should also consider and respect the different interests, motivations abilities that the students have.
- BILINGUALISM: the world has become a "global village" and this sets a scenario in which communication in foreign languages is a growing and pressing need.
- STEM: it is necessary to offer an integrated scientific approach in which the four fields (Science, Technology, Engineering and Mathematics) form a whole where the elements interact and interrelate. The STEM approach in education requires the use of innovative and alternative teaching and learning methods, such as projects, laboratory practices, technological tools, Robotics...

Previous experiences

Participation in several programs of the European Initiative "Comenius", especially the so-called "Greenet-Future of the Planet", an interdisciplinary project of several didactic departments, whose fundamental axis consisted in the promotion of sustainable entrepreneurial initiatives and in collaboration and communication between institutes of different European countries (Turkey, Romania, Italy, Germany and Spain).

Participation of the centre in language development programs in the classroom:

- Bilingual Section in Compulsory Secondary Education implemented in the 2009-10 academic year and developed in an uninterrupted manner.
- Reading Plan Award 2015/16
- During the current course, the school is participating in the project for the promotion of reading and reading comprehension in the classroom "Read"
- During the course the school participated in the final phase of the public reading program organized with the Ministry of Education of the JCyL.
- Currently participating in the regional phase of the "Liga debate" program convened by the Ministry of Education of the JCyL.
- Participation and collaboration with the A. Machado awards organized by the Antonio Machado National Foundation.

Development by the centre of quality experiences:

- 2009-10 and 2010-11: Information and Communication Technologies in the classroom as the essential engine of the Pedagogical Renewal "Digital boards"
- 2011-12 and 2012-13: Virtual classrooms "Plataforma Moodle"
- 2013-14, 2014-15 and 2015-16 Recovery of the materials of the Cabinet of Natural Sciences, Physics and Chemistry and Geography and History "Learning today with the materials of Yesterday". Directly related to the celebration of the 175th anniversary of the Institute.
- 2016-17: The opportune moment was considered to give a significant boost to both the use of ICT devices and the new educational methodologies (collaborative learning, work

for PBL projects, gamification, Flipped classroom, mobile learning, multiple intelligences ...) , so that most teachers could use them in their daily practice.

- 2017-18 Centre self-evaluation.

Development by the centre of educational innovation projects:

- The centre is part of the network of BIT centres, within this framework the project called "Increase Soria" is developed, it is a collaborative project that will integrate the work of all the students and Departments of IES Antonio Machado. The final goal is to create a Soria Guide, which through a collaborative blog, will lead to the tourist website Aumenta Soria. In the development of the project:
- Studies of the city will be carried out in different areas: real estate, streets, routes, neighbourhoods, companies, facilities, natural spaces ...
- Podcast will be recorded in different languages.
- Augmented reality technologies will be applied.
- Materials of different nature will be prepared in order to show the studies carried out.
- QR codes will be created that will give access to the information of the spaces studied.

Development by the centre of projects of educational excellence:

- Since the 2015-16 academic year, the Bachelor of Research and Excellence in the Social Sciences modality has been implemented in the centre.
- Participation of the centre in other educational innovation projects of the Ministry of Education:
- Educational innovation project 3D printers (Course 2016-17)
- Projects of Educational Innovation OBSERVA_ACCIÓN in its formative action INNOVA_ACCIÓN (Course 2016-17)
- "Explora" educational innovation project on virtual reality (Course 2017-18)

Participation of the centre in other projects:

- Award for Research and Innovation in Compulsory Secondary Education, Baccalaureate and Vocational Training in the field of the Community of Castilla y León, corresponding to the 2014-15 academic year.
- Recovery and educational use of abandoned towns. Class period 2014 - Búbal and 2017 -Grand
- Deepening of Knowledge through curricular enrichment projects.
- Robot behaviour award in the Burgos tournament of First Lego League. (2014-15)
- Robot Program Prize at the Burgos First Lego League tournament. Challenge "Trash Trek" (2015-16)
- Robot Program Prize at the Burgos First Lego League tournament. Challenge "Animal Allies" (2016-17)
- First Absolute prize and pass to the national final in the tournament of Burgos of First Lego League. Challenge "Hydro Dinamics" (2017-18)
- Better quality experiences developed by centres supported by public funds, modality 2: Centres distinguished by their quality plan (ORDEN EDU / 71/2015, of February 11)
- Scientific and Literary Routes, participation in the course 16/17 In Viernoles Cantabria.

Awards in the Olympics:

- Agro-food Olympics
- Geography Olympics

- Mathematical Olympics
- Philosophy Olympics
- Economy Olympics

IES Pablo Díez

Description

The IES Pablo Díez is a public Secondary School located in Boñar. This town is the main town of a rural region which has around 1800 inhabitants. Currently, there are 28 teachers and 7 people of administration and services working in the school. The academic offer includes Compulsory Secondary Education (known as ESO, from 1ˢᵗ to 4ᵗʰ level) and two different itineraries of Baccalaureate: Science and Humanities and Social Science. It has an enrolment of 98 pupils, (73 of them in ESO and 25 in Baccalaureate).

The following projects are developed:

- Bilingual program in English
- Learning and school performance improvement program (PMAR)
- Computer equipment and use of ITC project
- 3D Design and Printing program
- Hosting foreign students program
- Peer mediation program
- Project for growing smart and ecological garden and orchard
- Project for the improvement of the School Library
- Editing and writing of Digital magazine named Gente nueva 2.0
- Teacher training plan
- Collaboration projects with "Fundación Cerezales Antonino y Cinia"
- Collaboration projects with "Fundación Cepa González Díez"

The rural area where the IES Pablo Díez is placed has a great environment and natural resources. Its natural heritage is recognized by the Natura 2000 European network and the program "Man and Biosphere" from UNESCO, however, this natural heritage is not linked to a social and economic development of the area. The town of Boñar and its surroundings region are going through a demographic decline and ageing population in the last years. This social situation has a direct impact in the personal development of the students. The significant differences by living in rural setting put them in disadvantage compared to others. The school has been striving for many years to make up these gaps and provide the best opportunities for the students. Therefore, the teaching team has been lately involved in innovative projects and has attempted to improve their methodologies and the IT resources.

Shared leadership team

Table 7: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Augusto César González Robles*	Headmaster Maths teacher	STEM.	Maths	20

Name	Role	Area of interest	Area of expertise	Years of experience
Inés Fuertes Gutiérrez*	Studies co-ordinator Biology teacher	STEM	Science	12
Nuria Rubial Seijas	Secretary Language teacher	Digital citizenship	Spanish and PBL	18
Patricia Pérez González	Music teacher	Digital citizenship	Music and Arts. Digital tools	17
Francisco Javier Fernández Robles	History teacher	Digital citizenship	Geography and History	20
Daniel Gallego Fernández	Maths teacher	STEM	Maths	6

Representatives attending the meeting in Brussels.

School commitment

The IESPablo Díez is interested in the implementation of a shared leadership team in the School and in the projects fields.

The IES Pablo Díez is committed to participate actively in the activities of the Learning Leadership for Change.

Besides, it is committed to implement the project in the School during the next three years.

The headmaster will provide the needed support to the teachers involved in the project.

Project areas

STEM, ICT and Digital citizenship.

Previous experiences

The IES Pablo Díez collaborates with two Foundations with whom develops projects aimed at students at international level: "Academic year in EEUU" and "Hosting foreign students program"

The training projects developed in the IES Pablo Díez have been carried out at national level.

- Computer equipment and use of ITC project (*ICT, STEM, Digital Citizenship*)
- Design and Printing 3D program (*ICT, STEM, Digital Citizenship*)
- Growing of smart and ecological garden and orchard (*ICT, STEM, Digital Citizenship*)
- Editing and writing of a digital magazine named Gente nueva 2.0. (*ICT, Digital Citizenship*)

ANNEX 2 - FLANDERS (BELGIUM): NATIONAL CONTEXT & SCHOOL SELECTION PROCESS

DESCRIPTION OF THE REGIONAL CONTEXT IN THE AREA OF SHARED LEADERSHIP:

The Flemish Ministry of Education & Training is responsible for:

- Funding schools (working resources, salaries, extra subsidies);
- Developing educational targets (attainment targets);
- Checking if the attainment targets are reached (via the Inspectorate);
- Developing and running specific projects according to contemporary policy and societal needs, such as ICT and media literacy, literacy in general, the link between school and workforce, gender and equity, special needs, inclusion, equal opportunities, STEM, entrepreneurship, citizenship and quality school buildings.

The educational school networks act as the representative associations of the governing bodies of the schools and take over some of their responsibilities. (The governing bodies are the school boards. They are the main decision making body at school level.) They are in charge of pedagogical and organisational issues such as curriculum development, timetables, school support, etc.

The four main educational networks are:

- The Flemish Community Education Authority (GO!)
- The Education Secretariat of the Association of Flemish Cities and Municipalities (OVSG)
- The Flemish Secretariat for Catholic Education (KOV)
- The Flemish Provincial Authority Education Group (POV)

As far as teaching methods, teaching programmes, pupil evaluation and pedagogical projects are concerned, the various educational networks and schools are largely autonomous. Every governing body ("inrichtende macht") autonomously defines its pedagogical project or mission statement. Therefore, there is no government control as long as the projects do not contravene the democratic principles and the legal and statutory provisions upon which the Belgian State is based.

Within the support structure Government, together with the Education Providers offer a broad range of support in many different areas: leadership courses for headmasters, CPD for teachers, vision development, tools for innovation, reflection and collaboration and project support for STEM, ICT and citizenship. However the concept of "shared leadership" is relatively new in this support portfolio.

DEFINITION OF SELECTION CRITERIA (ACCORDING TO THE NATIONAL/REGIONAL CONTEXT):

All the schools received a document with the basic requirements and the requested engagement in terms of time investment and team involvement.

The most important criterion was motivation and interest in the project. I also wanted to make sure that the 4 major education providers were represented. I have 1 catholic school, 2 community schools, 1 municipality school and 1 provincial school. Furthermore I wanted to have

a mix of different types of secondary education. In the selection there are 2 schools that offer general education and 3 that offer technical or vocational education.

5 schools instead of 3 were selected. The main reason is to have some back-up in case a school decides to step out in the course of the project.

SELECTION PROCESS

An open call was issued on February 20th 2018. A newsletter was sent out to some 700 e-mail addresses of schools and ICT-co-ordinators. 17 secondary schools have indicated their interest in participation. Those schools received a note with more info on the L2C project and a list of requirements and requested engagements (as agreed on the L2C kick-off meeting of 8-9 February 2018). They were asked to reconfirm their interest before the start of the Easter holidays (30/3/2018). 8 schools reconfirmed their willingness to enter the project. Based on the data from the schools and on the criteria mentioned above, 5 schools were selected and 3 were rejected.

LIST OF SCHOOLS

Table 8: List of schools

School name	Location	Short description
Gemeentelijk Technisch Instituut Londerzeel	Londerzeel, Province of Vlaams-Brabant	The schools offers technical and vocational education and is run by the Municipality
Provinciaal Instituut Lommel	Lommel, Province of Limburg	The school offers General and Technical education and belongs to the Provincial Education Provider
GO! Secundair Onderwijs Lennik (Middenschool)	Lennik, Province of Vlaams-Brabant	This public school offers lower secondary education.
RHIZO Lyceum OLV Kortrijk	Kortrijk, Province of West-Flanders	Rhizo is a Catholic school in the Province of West-Flanders and offers General Secondary Education
KA Redingenhof Leuven	Leuven, Province of Vlaams-Brabant	This is a public school that offers General, Technical and Vocational Education. Redingenhof is also recognized as one of 6 Flemish Top Sport Schools.

SCHOOLS' DESCRIPTION

Gemeentelijk Technisch Instituut Londerzeel

Description

The Gemeentelijk Technisch Instituut Londerzeel (GTIL) has been working according to the principles of STEM for a long time. Over the years, there are numerous examples of integrated, project-based and cross-curricular work (a technical-ecological cycle garden, a climate website, a GIPs in collaboration with companies - for example Feneco, an Erasmus + project Melting away for the climate - which has been proposed as a good practice in STEM-education. Furthermore, GTIL teachers from Industrial Sciences are actively involved in the governments STEM@school project.

Moreover, the architecture of the new school building is fully aligned with a cross-curricular approach. Workplaces, computer islands, teaching angles blend seamlessly with each other and offer teachers the best opportunity to guide students through (STEM) projects.

In the field of digital citizenship, the school organizes a number of workshops in the safety week. Attention is paid to cyber bullying, safe Internet use and the pitfalls of privacy. Within the context of the GIP (This is the final integrated examination project in technical and vocational education), systematic attention is paid to the reliability of sources and plagiarism. But there is no comprehensive policy in this area yet. This is something the school wants to improve.

Since September 2017 there is a proprietary IEDI project (everyone digital). From the 4th year on, a BYOD program is implemented.

Shared leadership team

Table 9: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Barbara Hermans	School coordinator Headmaster			
Joren Dermaut	teacher			
Bartel Willems	teacher			

School commitment and previous experiences

See general description

Project areas

All areas but the school has most experience in the STEM area.

Provinciaal Instituut Lommel

Description

There is a general first grade. For the 2nd and 3d grade the school offers general, technical and vocational education. Areas of interest are sports, sciences, mechanics, electricity, and construction.

Shared leadership team

Table 10: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Mark Vandeweyer	Technical Director	All areas		
Jan Vandeweyer	ICT coordinator	ICT		
Ludo Vanbaelen	Headmaster	All areas		
Brenda Vernelen		ICT		
C. Gratessolle		STEM		
P. Poesen		Citizenship		
R. Willekens		Citizenship		

School commitment

Provinciaal Instituut Lommel is open to everyone to organize pluralistic, qualitative and affordable education that flexibly anticipates contemporary developments and regional specificities. The school guarantees a personal development with a professional staff in close cooperation with all stakeholders: pupils, parents, companies and local community. It focuses on innovation in a contemporary infrastructure with dynamic learning tools and methods and with special attention to well-being, environment and sustainability. It guarantees an inspiring and motivating learning, living and working community with respect for individuality and appreciation for commitment, involvement and creativity. It strives for the well-being of every person and strengthen the existing talents, where it offers opportunities for everyone.

Project areas

A concise policy including a local curriculum was written for STEM - https://provil.be/missie/visie-stem-onderwijs-in-provil. There is a specific vision curriculum for the STEM specialization level. The school still develops a document on STEM level literacy and STEM applications.

A policy plan was drawn up ICT and put into use as a working document. https://provil.be/missie/visie-ict (in Dutch).

For citizenship there is no specific policy plan yet, but partly this falls under the ICT policy plan and partly under sustainable development.

GO! Secundair Onderwijs Lennik

Description

This school belongs to the Flemish Public Education Provider (GO!). The school will participate with the first grade (Lower Secondary Education) only. The school offers general and vocational education to 12-14 year old pupils. GO! Lennik is particulary active in the field of STEM and ICT and aims for quality in this field.

Shared leadership team

Table 11: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Fanny De Troyer	Headmaster			
Mieke Devriendt	Teacher			
Diederik Nieuwborg	Teacher			

School commitment

The primary goal of the school is to offer quality education and to increase the competencies of students in order to prepare them optimally for the society of the future. Being responsible and committed young people with respect for the others and the environment is key. GO! Secundair Onderwijs Lennik stands for a driven innovative and creative organization, committed to get the best out of every talent, and ready for a rapidly changing environment. The school pays importance to the development and well-being of pupils and teachers. A motivated, committed and competent team is an indispensable factor for the realization of objectives.

Project areas

All areas but the school has most experience in STEM-education.

Previous experiences

The school implemented a specific 'STEM for all' approach. Each topic is approached from a scientific, linguistic and creative perspective. Multimedia is implemented. Innovation and the development of generic competencies are key. Design assignments and a problem based orientation are inherent in this approach.

Some teachers participated in InGenious.

The school participated in various Erasmus + projects.

The school is a partner school in the IXZO project, organized by the Public Education School Provider. IXZO! is a learning platform for innovative schools that strive for a student-centred approach. This means that there is more autonomy for students and that teachers are supported into coach groups and/or individual pupils. Principles such as flexible learning, goal-oriented evaluation, co-teaching, project-oriented learning are key to the IXZO philosophy and learning materials are being shared via the platform as well.

The school has participated in numerous in-service training programs both national (such as Mediacoach) and international.

RHIZO Lyceum OLV Kortrijk

Description

Rhizo Lyceum OLV is part of a larger Catholic School Group in the city of Kortrijk (West Flanders). The school offers General Secondary Education with traditional options such as classical languages, sciences and economy. Some years ago, an extra STEM study was added to the science domain of the school. The school is widely known and recognized for its innovation and ICT-policy. Collaboration with industry has been key to the school's policy. The innovation strategy is structured in the "School 21.0" program.

Shared leadership team

Table 12: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Tim Labbe	Director of IT	All areas		
Joos Van Cauwenberghe	Teacher	STEM		
Liesbeth Verbanck	Teacher	Citizenship		

Project areas

All areas

Previous experiences

School 21.0 is the overall educational innovation program of RHIZO Lyceum OLV Vlaanderen. The project has different objectives and is implemented for several years now.

Main aims:

- To offer professional development in the field of educational technology to colleagues, and by extension to teachers from other schools in the area;
- Lab 21.0, developing a 'future classroom' that is inspired by the Future Classroom Lab of European Schoolnet in Brussels, into a centre for (digital) educational innovation, both for the school group and for the city of Kortrijk and the wider environment;
- to develop a professional network around (digital) educational innovation (with higher education, the business world and the policy);
- explore and test new teaching methods. See also http://www.school21.be/

In September 2015, RHIZO participated in the hackathon Hack for Health. Three students from the Lyceum won the hackathon and are now working on their winning idea: a social networking site that connects people of all ages at cultural events.

A School 21.0 delegation is also part of an expertise cell on digital learning at the Eekhout Centre (a large training centre for Catholic schools).

KA Redingenhof

Description

This is a public school that offers General, Technical and Vocational Education. The school is located in the heart of Leuven, capital of the Province of Vlaams-Brabant. KA Redingenhof is also recognized as one of 6 Flemish Top Sport Schools.

Shared leadership team

Table 13: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Els Adriaens	Deputy Headmaster	All areas		
Sofie Vancoppenolle	Smartschool coordinator	ICT	VLE	
Pascal Brimmel	ICT-coordinator	ICT	ICT	
Bart Pelgrims	Technical advisor	STEM	STEM	

School commitment

Campus Redingenhof focuses on three values: Responsibility, Engagement and Respect. After all, the key is committed students who are willing to grow by discovering and developing their own talents. Campus Redingenhof is 100% committed to everyone's talent.

This project gives the opportunity to further develop the talents of children within a powerful learning environment.

Project areas

Digital citizenship means that pupils consciously and responsibly deal with technology and everything that entails, including social media. They also need to be a good, responsible citizen when using the Internet, mobile phone and other media. Work is split on 3 levels:

- Digital literacy (digital citizenship is broader than media literacy. A special focus is on logical reasoning, pattern recognition and systematic thinking and computational thinking)
- Learning strategies
- Dealing with social media

STEM education in Redingenhof campus:

The school has invested heavily in curriculum development on the one hand and the technological infrastructure on the other. In the new curricula the horizontal coherence of practice and theory is stimulated. This coherence is absolutely necessary to enable the competence of developing learning. In order to be able to give STEM in a stimulating way the development of a well-equipped workshop, in which both the theoretical component and the realization of the practical projects, is necessary. The teacher can interrupt the practice at any time to support the project theoretically. Individual talents of every learner are stimulated throughout their learning process.

Annexes:

For a broader and comprehensive overview of the Flemish Government's ICT in education Policy, see the Insight Country report for Flanders:
http://www.eun.org/documents/411753/839549/Country+Report+Flanders+2017.pdf/5dd41869-0b28-4ef5-89c9-c3d4518d5cc4

ANNEX 3 - ITALY: NATIONAL CONTEXT & SCHOOL SELECTION PROCESS

DESCRIPTION OF THE NATIONAL/REGIONAL CONTEXT IN THE AREA OF SHARED LEADERSHIP:

In Italy, shared leadership is not often (not yet) object of specific research, neither in business organization field nor in educational sector. For this reason, recently, no central/regional/local initiative is implemented.

However, INDIRE, together with INVALSI (National Institute for the Educational Evaluation of Instruction and Training) and the inspectors of the Ministry of Education, is involved in the National Evaluation System, and have been conducting research projects since 2009 in the field of school improvement, school effectiveness and leadership, in collaboration with Italian Universities and foreign experts.

In 2015 INDIRE organized an International conference focusing on school improvement practices and instruments. On the same subject the Institute led in collaboration with the University of Bologna the research 'Educational Leadership and improvement of school quality' – realized in the framework of Vales Project-Evaluation and school improvement (FSE -2007-IT 05 1 PO 007) - with the aims to support and accompany head teachers in the development of new school organizational models focused on the leadership approach for learning, as well as recognizing and valuing the distributed leadership roles in the evaluation process and improvement of quality of education.

DEFINITION OF SELECTION CRITERIA (ACCORDING TO THE NATIONAL/REGIONAL CONTEXT):

Concerning the selection criteria, the general basic ones agreed were applied.

Moreover, in choosing the schools, it was taken into account to represent the lower secondary level (one school) and the upper secondary level (two schools). Concerning the latter, a school of general education and one of vocational education were chosen, in order to have the two types of schools existing in the upper secondary education system.

About the geographical coverage, schools located on territories that are relatively close to each other and to INDIRE were chosen (for reasons of budget limitation for national travel).

Furthermore, a school of a big city (Milano), a school of a small city (Viterbo), and a school of a rural area (Figline Valdarno) were chosen, in order to have the representation of three different school contest.

SELECTION PROCESS

The schools were recruited through direct contacts, since the schools had already collaborated with the INDIRE.

After contacting them, the schools were sent information concerning the L2C project (short project description, tasks of the participating schools, selection criteria…).

The three schools responded very positively and agreed to participate in the project.

LIST OF SCHOOLS

Table 14: List of schools

School name	Location	Short description
Istituto Tecnico Statale "Artemisia Gentileschi"	Milano	Upper secondary level school, vocational education, situated in the big city of Milan.
Liceo Scientifico "Paolo Ruffini"	Viterbo	Upper secondary level school, general education, situated in the small city of Viterbo.
Istituto Comprensivo "Figline Valdarno"	Figline Valdarno (FI)	Lower secondary level school, situated in the rural area of Figline Valdarno in the neighbourhood of Florence

SCHOOLS' DESCRIPTION

Istituto Tecnico Statale "Artemisia Gentileschi"

Description

URL official website: http://www.gentileschi.it/

Students: 1500

Classrooms: 65

Teachers: 150

Technical-administrative staff: 42

The upper secondary education institute "Artemisia Gentileschi" has got two branches: the linguistic lyceum and the touristic technical branch.

The educational activities of the Institute have as ultimate goal the educational success of all students, enhancing the growth path through the development of the students' potential.

The school applies teaching for competences that, in addition to transferring knowledge, guides students to the proposition of questions and the development of strategies to solve problems, so that they learn to use and apply what they know in new and different contexts. Students, therefore, learn to use in their personal development the knowledge and skills acquired in situations of work, study or professional.

Regarding the educational planning, the disciplinary departments make a decisive contribution to it, being a place for the preparation of the fundamental ingredients of the curriculum (knowledge, skills, competences, methodologies, etc.).

The teaching teams plan the activities according to common educational objectives, essential to enhance the potential of individual students and their different learning styles. These objectives are also aimed at achieving the key competences of citizenship, certified to the end of compulsory education

Staff is composed of 12 teachers, covering all the areas of interest and empowerment of the school: daily organization, students' training experiences, language certifications, CLIL and standardized tests, special needs, health programs, activities for incoming and outgoing students, digital empowerment of the school, website and teacher training courses. Foreign languages studies and participation in many national and European projects gives to Gentileschi the possibility of planning activities from an international point of view.

Shared leadership team

Table 15: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Lorenzo Alviggi*	Headmaster	Active citizenship, STEM	Studies in physics and classical music	15 years teaching, and 4 years as headmaster
Annamaria Donatella Giurgola*	Law teacher	Active citizenship and attitudinal orientation	Attitudinal orientation, MASPI method European partnership CLIL teaching method in English.	27 years teaching, the last 10 years in Gentileschi
Cinzia Celino	Chemistry teacher	Development of competences in ICT	Laboratory teaching Flipped class Teaching by ICT Information Literacy	28 years teaching, the last 18 years in Gentileschi

Representatives attending the meeting in Brussels.

School commitment

Shared leadership is, in fact, already practiced at Gentileschi. Anyway, the goal is to involve a large number of teachers in the project: starting from the three working areas of L2C, the goal is to extend the shared leadership to all the school work areas in a structural way, in order to guarantee greater efficiency in the educational and training action by Gentileschi, as well as creating work teams in the different project areas, to plan activities for students.

The activities will be monitored and at the end of the project the feedback will be analysed by teachers, students and parents to evaluate the impact on the school and on the work well-being of the teachers.

Project areas

ICT, Digital Citizenship, STEM

Previous experiences

ICT:

- Active teaching, using LIM in classrooms
- Creation of multimedia products by students
- Experiences of flipped class
- Active and collaborative teaching activities carried out in Room 3.0
- Lessons in ICT and language laboratories
- ECDL certification for all tourism students
- Use of SOCLOO e-learning platform.

Digital Citizenship:

- Several PON projects for developing digital competences; in particular, "Cassetta degli attrezzi di Information Literacy".
- Cyberbullying prevention activities.
- Partnership on renewable energy with high schools in France, Poland, Slovakia and Romania.
- Project in collaboration with Franceschi Foundation about Job Rights and on the Attitudes Path, which provided a training course for teachers on attitudes (Maspi Method held by Prof. Vaccani SDA Bocconi) and experimental implementation of the MASPI methodology with the students.
- "Deploy your talents - Stem" project in collaboration with Sodalitas, a foundation dedicated to corporate sustainability to bridge the gender gap with the promotion of STEM subjects.
- Application of the CLIL methodology to the fifth classes of the technical institute and to the three-year period of the linguistic high school.
- Adhesion to the movement of the "Avanguardie Educative" on two ideas: Flipped Classroom and Debate.

STEM:

- Lessons in science and chemistry laboratories
- Participation in mathematics competitions
- Robotics courses for obtaining the license

Liceo Scientifico "Paolo Ruffini"

Description

URL official website: http://www.liceopaoloruffiniviterbo.it/

Students: 1175

Classrooms: 50

Teachers: 89

Technical-administrative staff: 27

The Lyceum Paolo Ruffini has got 3 branches: the Scientific Lyceum, the Applied Science Scientific Lyceum and the Sport Scientific Lyceum. The Lyceum aims at developing a curriculum focused on the fruitful link between science and humanistic tradition. The 3 years plan of the school activities identifies the priority objectives adopted by the school that can be used also to describe the mission and vision of the Institute: enhancement of language skills; enhancement of logical-mathematical and scientific skills; development of students digital skills; prevention and contrast of early school leaving, of all forms of discrimination and bullying; development of responsible behaviour inspired by knowledge and respect for legality; increasing use of laboratory methodologies; development of skills in active and democratic citizenship; increase of the Traineeships; enhancement of the school as an active and open community to the territory; rewarding and valorisation of students' merit. These priorities are shared by the school community and made known to families and other stakeholders through the PTOF (triennial plan of the school activities), published on the school website. The educational purpose that the Lyceum intends to reach, in accordance with the constitutional dictate, is the unitary formation of the person and of the citizen through the development of critical skills.

Shared leadership team

Table 16: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Maria Antonietta Bentivegna	Head teacher	Education and training; -Management; -Innovative teaching methods.	-Erasmus Plus projects: 1) "NZEB for Enhancing STEM skills and motivating Students" Project ID: 2015-1-IT02-KA219-015139_1 2)"Cross-Curricular Approaches to Mathematics and Sciences in Formal and Informal Contexts" Project ID: 2015-1-RO01-KA219-015034 3)"Young, creative European citizen - economic education through action" Project ID: 2015-1-PL01-KA219-016748_2 -Since 2014 lead school in the Project "Lincei for a new way of teaching	-Since 2008 in this Lyceum; -2005-08: High School in Montefiascone (VT); -2003-04: Comprehensive Institute in Montalto di Castro (VT); -President of the Commission for the Equivalence of International Diplomas; -Member of the Provincial Committee for the Re-organisation of the school network.

Name	Role	Area of interest	Area of expertise	Years of experience
			in schools: a national network".	
			-1999-2004: Teacher of Italian for Foreigners at the University of Tuscia (VT).	
			-Editor of the collection "I Ruffini", voll. 1-2-3-4-5-6-7	
			-2012 −13: Member of the	
			Examining Board for Teaching Qualification	
			-- 2013 − 14: Member of the Examining Board for Teaching Qualification Courses at the University of Tuscia (VT)	
			- 2014-15	
			Appointed by the Director-General of the Regional Education Department (Lazio):	
			Member of the Training Course Council for the management of the Intensive Teachers Training Courses at the University of Tuscia (VT).	
			--Three-year pilot courses for vocational and educational training	
			- -ENTREPENEURSHIP SIMULATION with European Certification	
			-Project Sharp Service: creation of a website for online translation services.	

Name	Role	Area of interest	Area of expertise	Years of experience
			-FUTURCLASS: Workshop Teaching Methods, an action research on the effectiveness in using IT tools along with books.	
Pier Giorgio Galli	-IT teacher and technician; -Digital Team Supervisor	-Network infrastructure for teaching/learning. -Learning environments and tools for e-teaching.	–Information system designer for schools and universities. -IT infrastructures designer for schools and universities. Management and integration of tools for e-teaching.	Since 2005 in this Lyceum, with a 25-year teaching experience.
Simona Costaggini	Teacher of English and English Literature.	-ICT tools in language teaching. -new methodologies in teaching (e.g. Flipped Classroom). -E-twinner. - Teacher trainer.	-Supervisor of extracurricular language courses and certification exams. -Supervisor of language courses abroad (also with Traineeship experiences). -Teacher Responsible for Vocational Guidance.	-Since 2016 in this Lyceum, with an 18-year teaching experience. -Since 2002 teacher of English at the University of Tuscia (VT).
Maria Chiara Porretti	Teacher of Italian language and Literature, Latin, History and Geography.	-ICT tools in teaching. -School quality assessment and improvement.	Supervisor of the Self-Evaluation Report and Improvement Plan.	Since 2012 in this Lyceum, with a 12-year teaching experience.

Representatives attending the meeting in Brussels.

School commitment

During this three-year-long project, the school's commitment will be to set forth a number of teaching modes, which enhance the idea of a shared leadership and which have been tested for years in some relevant school projects, in order to integrate them in the teaching plans of the teachers involved.

In addition, some of these teaching formats will be prioritized to the students' creation of materials, likely during a work experience project, to be collected in a digital Library available to all.

Project areas

STEM, ICT, Digital Citizenship

Previous experiences

- Google Suite for Education: both teachers and students have their own digital identity, so that they can use Google Drive, Google Classroom, etc.: IT infrastructures allow the wide access to open data and the experience of e-teaching as well.
- Project "A volte ritornano" ("Sometimes They Come Back"): lessons held by students. Former students at the Lyceum, graduated in Physics, Mathematics, Engineering, and Medicine, now working in national and international research teams, are invited to explain their current job both to students and teachers at the lyceum. This is an opportunity to stay up-to-date on the latest scientific research and to focus on the area of research as a job, thus helping students understand their interests.
- Project "Sportello amico" (Peer-to-Peer Help Desk): tutoring. Its aim is to help students with their lower school performances and outcomes through a peer-to-peer approach. This method can be very effective because of the informal atmosphere, based on support and friendship. The main objective of this action is to facilitate the students' training attainment, lowering both the number of students addressed to winter and summer extra-curricular courses and the percentage of students not admitted to the next school year. A further purpose is to grow in students concepts such as gratuitousness, helpfulness, skill-sharing, while prizing the school excellences as positive models. In this way, on one side the best students are fully appreciated, on the other side they can improve their own competencies when teaching. Last but not least, friendship is encouraged, personal relationships are bettered, and inclusiveness of students with Dyslexia or Special Needs and foreign students is favoured: as a matter of facts, peer-to-peer or small groups approaches both help getting acquainted and promote inclusiveness.
- Project "Collection I Ruffini": research action led by students and aiming at publishing books. The project is the result of a didactic laboratory; then, material are collected and read according to a critical approach; in the end, students edit a book with the help of the teachers involved in the project; the book is published and a press conference is held. The whole Collection is about the school surroundings and innovative teaching experiences.
- Project ERASMUS + YECC ("Young, creative European citizen -economic education through action"). Main objectives: to spread the knowledge of the basic principles of economy, entrepreneurship, and to improve both language and cultural competences; to fulfil pedagogical innovation about economy and businesses; to improve linguistic competences and international openness; to raise open-mindedness towards foreign cultures and the awareness of a European integration; to develop an interest in learning on the job, in real and challenging situations; to help students in their self-esteem; to grow an enterprising spirit, flexibility and mental agility, as well as willingness to change; to promote cooperative learning, also turning to outer competences and knowledges (classmates, teachers, professionals).
- Project ERASMUS "Cross-Curricular Approaches to Mathematics and Sciences in Formal and Informal Contexts": it aims at contributing to motivate pupils to study Maths and Natural Sciences. Nowadays, more and more students choose to devote to human and

social studies, for fear of failing in the field of exact sciences or mathematics. The actions in the project focus on proving that these subjects, often labelled as difficult ones, can be easily accessible when faced in a different way.

- Some Traineeship experiences: project works following the University of Tuscia's spin-off (environmental topics, interviews, commercials, market surveys), students' lessons for younger fellow students, workshops at the University's laboratories, projects in cooperation with the Courts in Viterbo concerning experiences of mock trials.

Istituto Comprensivo "Figline Valdarno"

Description

The IC Figline Valdarno is in Incisa e Figline Valdarno municipality. It is a small town (24,000 inhabitants) 25 km far from Florence and near the Chianti hills with a handicrafts economy. They produce leather, pottery, manufacture. Many farms are scattered in the country (as the famous singer Sting's ranch), they produce biological wine and olive oil. It is a touristic centre well furnished with buses and trains going to Florence and Arezzo and all services for tourists.

The lower secondary school is located in two different buildings. "L. Da Vinci" school is in the centre of Figline and there are 12 classrooms, from year 1 to 3, from section A to D; the head –teacher's office and the secretarial staff is located in this building. "Matassino" school is 2 km far from "L. da Vinci", there are 12 classrooms, from year 1 to 3 and from section E to H. At school there are mixed levels students classes. There are students with social problems (cultural, linguistic and economical), with special needs and different kinds of disabilities. Most of them follow a personalized curriculum and all of them attend lessons with all the other class-mates.

The staff include the head-teacher's assistants, the board of school evaluation, a *responsible for vocational guidance, three teachers responsible for* SEND and cross cultural/intercultural education and two teachers responsible for the school web-site.

The school is part of school networks (from Florence and Arezzo) called: Conferenza zonale Firenze Sud-Est, RisVA, Cyber-Help,Radio Magica, V.I.P.Sicurezza, the school joined Avanguardie educative.

AREAS

School self-evaluation for school improvement, European partnerships: Erasmus (primary school), eTwinning (secondary school has always received the National Quality Labels and the Europeans ones), educational guidance (from infant to upper secondary school), language/ Science/ Music, ITC labs and integration projects for immigrated students and families. The school is awarded with the "Unicef Friend School" acknowledgment. In the afternoon it also organizes courses for students to enrich the curriculum and motivate them, facultative labs with experts, theatre, journalism, Cambridge ESOL examinations (KET for schools), meetings with Music experts (lessons-concert). Next year the school will start a new project called DADA to reorganize the educational spaces and promote innovative teaching. The objective is to improve well-being, motivation, participation of students and reduce drop-out range.

URL official website: http://www.comprensivofigline.gov.it/

Students: 1669

Comprehensive school with 9 schools: nursery school 3, primary 4, lower secondary 2.

Teachers: 180 (infant-primary-l.sec.)

Technical-administrative staff: 25

The Comprehensive School "Figline Valdarno" stands as an educational community, centred on the student, considered as a person with unique characteristics. The institute therefore wants to take care of each student, promoting the different cognitive styles, so to support the construction of an organic and critical knowledge system and the development of crucial skills and competences for the 21rst century.

Shared leadership team

Table 17: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Barbara Bucciolini	Head teacher	Ict Digital citizen	Classical studies	3 y. As headteacher
Monica de Stefanis	Teacher of math and science Vice-headteacher	Ict Digital citizen	Science/math studies	16 y. As teacher
Laura Ruggiero*	Teacher of English Teacher responsible for vocational guidance E-twinner	Ict Digital citizen	Languages studies Experience in the different school levels	32 y. As teacher

Representatives attending the meeting in Brussels.

School commitment

3 years School commitment: ICT and Digital Citizenship

The school's objectives are:

- Up-to-date interdisciplinary projects on ICT methodology and approaches, including cyber-security aspects, to improve students' key competences and reduce the digital gap among different level students. The aim is both facilitate "inclusive education" of students with different kind of difficulties and promote digital safety and citizenship related aspects to prevent discrimination and bullying. The projects will help students to become critical thinkers able to evaluate, analyse, create, solve problems, act with responsibility in the online platforms and be conscious of on line and offline safety.
- Plan and start projects, with experts, for teachers to promote innovative teaching and learning approaches at school to improve students' key competence.
- Plan and start projects, with experts, for parents and students (separately) to help them to understand the on line and off line environment, to improve consciousness on cyberbullying and legality.

- Promote new approaches to improve students' motivation and consciousness on their talents to prevent school drop-out rate.

Project areas

ICT, Digital Citizenship

Previous experiences

- It is common for teachers using ICT, digital books and materials (to support inclusion, too) every day at school and at home where students and teachers are in contact by emails.
- There is a project on robotic at early stage that teachers are going to develop.
- The school joined the Educational Avant-garde whose objective is to revolutionize the education space, time and approaches. The school is also working to create a digital atelier.
- School participated different training courses and different national projects on School self-evaluation for school improvement as VSQ, VALeS, Classi 2.0 a project to support ICT-based learning environment.

ANNEX 4 - MALTA: NATIONAL CONTEXT & SCHOOL SELECTION PROCESS

DESCRIPTION OF THE NATIONAL/REGIONAL CONTEXT IN THE AREA OF SHARED LEADERSHIP:

Each school in Malta runs a School Council, composed of parents, students and representatives from the teaching staff. Students can submit their application and lobby to be elected by their peers. Some schools also have an Eko Skola Committee, comprised of students and teachers, who push for environmentally friendly decisions within their context.

DEFINITION OF SELECTION CRITERIA (ACCORDING TO THE NATIONAL/REGIONAL CONTEXT):

Adherence to the criteria as discussed during the partner meeting: that is, school's interest in STEM, eLearning, Leadership.

SELECTION PROCESS

Due to the small number of schools within the local college, two secondary schools are participating by default. The third school, a primary school, was agreed upon by all heads of schools in the college.

LIST OF SCHOOLS

Table 18: List of schools

School name	Location	Short description
Attard Primary School	Attard	Primary School catering for students from 3 years – 11 years. It is the largest primary school within the local college. Students from this school, together with the remaining 5 primary schools within the college, are promoted to the Middle School.
Rabat Middle School	Rabat	Middle School catering for students from 11 years – 13 years, catering for 6 primary schools within the college.
Dingli Secondary School	Swatar l/o Dingli	Secondary School catering for students from 13 years – 16 years (end of compulsory education). Students hailing

School name	Location	Short description
		from the Middle School are automatically promoted to the secondary school.

SCHOOLS' DESCRIPTION

Attard Primary School

Description:

Attard Primary is situated in Ħal-Warda Street, not far from the village core of Attard. The complex comprises three buildings, housing 18 primary classrooms, 9 kindergarten classes, a nurture group classroom, a library, a clinic and a hall which is not only used by the school community but also by the College and the Education Directorates. It includes two yards and a football pitch with artificial turf. When Attard Primary school opened its doors it was a small school to serve the small community of Attard. The school premises were later enlarged and the school population has grown. The school currently has a population of 160 at Kindergarten level as well 290 boys and girls at primary level.

The school was known as Tumas Dingli Attard Primary. Tumas Dingli was a renowned Maltese architect responsible for the design and Sbuilding of the Attard Parish church. The school now goes by the name of St Nicholas College Attard Primary.

The school website can be accessed here: http://snc.attard.skola.edu.mt/

Shared leadership team

Table 19: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Angela Grixti	Head of School	Leadership	Leadership	20+
Josette Attard	Assistant Head	Leadership/STEM/Environment/ Digital Literacy	STEM/Environment/Digital Literacy	10+
Claire Gafa	Assistant Head	Leadership/STEM/Environment/ Digital Literacy	STEM/Environment/Digital Literacy	10+
Maria Scicluna	Assistant Head	Leadership/STEM/Environment/ Digital Literacy	STEM/Environment/Digital Literacy	10+

School commitment

The staff at Attard Primary School commits to work on the project for the duration of the 3 years. The team will be sharing good practice with the rest of the staff within the school and college.

Project areas

The SMT group would like to work on caring for the environment as it can involve teachers and students in a variety of ways.

Previous experiences

The school has a School Council as well as a Student Council. The school focuses on instilling in students love of the environment. The school participates in a number of school-based as well as national initiatives intended to create awareness of the need to care for the environment. The school supports Dinja Waħda Project.

This scholastic year the school had funds for the Kreattiv Project. This involved students in Kinder 2. The school had a Comenius Project which has however come to an end. The school is also supporting the Attard Local Council with the twinning agreement the council has with Elancourt in France.

Rabat Middle School

Description:

The College Co-Ed Middle School is situated in Ferris Street close to the village core. This school caters for all pupils of Form 1 and Form 2 (ages ranging between 11-13 years).

The school was originally inaugurated as a Boys Primary School in November 25, 1952. The school served as a Boys' Primary for twenty one years after which it was changed to a Boys' Secondary for another eight years, between 1973 and 1981.

As from 1981, the school became a girls' secondary school and named Canon Paul Pullicino Girls' Secondary School after one of the pioneers of education in Malta.

With the introduction of the concepts of middle schools and co-education in state schools, the school was designated as one of those which would be converted to a Middle School. Extensive works were carried out between 2014 and 2015 as the block in College Street was refurbished and the block in Ferris Street was pulled down and re-built. In September 2014, the school welcomed the first Year 7 students while the last Form 5 students from the Rabat Girls Secondary left in 2015.

The school website can be accessed here: http://www.sncrabatms.com/

Shared leadership team

Table 20: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Marita Abdilla	Head of School	Leadership	Leadership	20+
Judith Smith	Head of Dept (Science)	STEM	STEM, ICT	10+
Mariella Betts	Head of Dept (Home Economics)	STEM	STEM, Environmental Sciences, ICT	10+
Moira Navarro	Assistant Head	Leadership	Leadership	20+

School commitment:

The staff at St. Nicholas College, Rabat Middle School, commit to work on the project for the duration of the 3 years. The team will be sharing good practice with the rest of the staff within the school and college.

Project areas:

The team chosen for the project would ideally like to focus on STEM subjects, particularly general and home sciences.

Previous experiences:

The school is very active in Eko Skola projects, which foster leadership skills amongst students. There is also a functioning school council, consisting of Student Council and Parents Council, presided by the head of school. In terms of EU projects, current participation in European Schoolnet's Pilot Project eConfidence, various eTwinning Projects, and application for KA2 partnership, literacy for the autonomous leader. Furthermore, the school was awarded the funds to carry out the project Energy and Water Conservation: Collecting Water, a precious resource for life.

Dingli Secondary School

Description

The school was inaugurated as a Boys Secondary School in September 2012. The school served as a Boys' Secondary for four years after which it was changed to a Secondary School in September 2016 therefore accepting co-ed groups of students in its new premises in Swatar, limits of Rabat. The school houses state of the art classrooms equipped with latest technology apparatus together with numerous well equipped special rooms including food labs, science labs and ICT labs. Presently the school has a population of 350 students.

Shared leadership team

Table 21: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Michael Mercieca	Head of School	Leadership	Leadership	10+
Therese Vella	Head of Department Social Studies	Environment, Leadership	Environment, Leadership	20+
Moira Buttigieg	Head of Department Geography	Environment, Sciences	Environment, Sciences	10+
Tanyo Pisani	Head of Department	Mathematics, STEM, ICT	Mathematics, STEM, ICT	10+
Simone Attard	Assistant Head	Leadership	Leadership	10+

School commitment

The staff at Dingli Secondary School commits to work on the project for the duration of the 3 years. The team will be sharing good practice with the rest of the staff within the school and college.

Project areas

The team chosen for the project would ideally like to focus on shared leadership and sharing of good practices.

Previous experiences

The school has a very active Students Council, which fosters leadership skills amongst students. There is also have a functioning School council, with parental and staff involvement. In terms of EU projects, this is the first opportunity and the school is looking forward to work with the partners.

ANNEX 5 - PORTUGAL: NATIONAL CONTEXT & SCHOOL SELECTION PROCESS

DESCRIPTION OF THE NATIONAL/REGIONAL CONTEXT IN THE AREA OF SHARED LEADERSHIP:

In Portugal, shared leadership is not a widespread practice. The School Clusters only work collaboratively if the director wishes to do this way. The school system is organized by clusters: schools of the same zone and different degrees of education have a single director. In this case, it is the cluster who joins the project, but the intervention will be within the Secondary team (15-18 years). Taking into account the constitution of the clusters, the methodologies used in Secondary Schools will naturally be disseminated in other levels of education.

DEFINITION OF SELECTION CRITERIA (ACCORDING TO THE NATIONAL/REGIONAL CONTEXT):

4 schools instead of 3 were selected. The main reason is to have some back-up in case a school decides to step out in the course of the project. A pre-selection of schools was carried out, taking into account the following criteria:

Geographical - About the geographical coverage, schools located in territories that are relatively close to each other and to DGE were chosen (for reasons of budget limitation for national travel). In order to have the representation of different school contests, the school of the big city (Lisbon), the school of the capital's perimeter, the school of a small city (Barreiro) and the school of the rural area (Marinha Grande).

Skills - The four High Schools selected have been developing projects in STEM and Safe Schools. They are innovative schools, as they have participated in previous Innovative projects. Also, they have shown willingness to get better at ICT level.

Motivation and commitment - The most important criterion was motivation and interest in the project. All these schools have shown commitment in previous projects they took part, and also they have shown willingness to participate and to get the most out of the European project.

SELECTION PROCESS

After the preselection the schools were recruited through direct contacts.

All the schools received a document with the basic requirements and the requested engagement in terms of time investment and team involvement.

LIST OF SCHOOLS

Table 22: List of schools

School name	Location	Short description
Agrupamento de Escolas de Alvalade	Lisboa	Cluster formed in 2012, is located in Alvalade residential district and comprises 4 schools

School name	Location	Short description
Agrupamento de Escolas Amadora Oeste	Amadora	The Seomara Secondary School of Costa Primo is a comprehensive school (1600 students) that is part of a grouping of schools called Amadora Oeste with a total of about 2900 students, located in the city of Amadora, on the outskirts of Lisbon
Agrupamento Escolas do Barreiro	Barreiro	Barreiro is a Portuguese city in the district of Setúbal. It is a public unit and the headquarters integrates the Primary School and Elementary School.
Agrupamento Escolas Marinha Grande Poente	Marinha Grande	This institution operates in a small industrialized city with about 34 thousand inhabitants, located on the seafront in central Portugal. It is composed of 10 schools from pre-school to secondary education, with about 2800 students.
Agrupamento de Escolas de Alcanena	Alcanena	Located in Alcanena county, it comprehends 24 schools. Although it is the only school cluster in the county, it hosts a significant number of students from the surrounding counties as well.

SCHOOLS' DESCRIPTION

Agrupamento de Escolas de Alvalade (AEA)

Description

Alvalade School Cluster was formed in 2012, is located in Alvalade residential district and comprehends 4 schools:

- EB S. João de Brito (EBSJB) – preschool education and 1st to 4th grade;
- EB Teixeira de Pascoais (EBTP) – preschool education and 1st to 4th grade;
- EB Almirante Gago Coutinho (EBAGC) - 5th to 8th grade;

- ES Padre António Vieira (ESPAV) – the head-school, with grades 7th to 12th in regular and vocational courses and adult education.

The school population is very diverse, giving it a multicultural identity. Only 25% of the students live in the school surrounding area.

The cluster in numbers:

- 98 classes
- 211 teachers
- 2200 students (176 with special needs)
- 11 Administrative Staff
- 73 other non-teaching staff

The head-school hosts Qualifica Centre and Teacher Training Centre Professor João Soares.

Shared leadership team

Table 23: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Dulce Chagas*	Headteacher	School management and leadership	Mathematics, school management	28
Teresa Nunes*	Head staff member and Project manager	STEM and ICT	Science, pedagogy and didactics	25
Alexandra Carvalho	ICT coordinator	ICT and STEM		24

*Representatives attending the meeting in Brussels.

School commitment

It is a commitment of the school cluster to promote student success, as explained in its structuring documents (Educational Project and Strategic Action Plan). In this sense, it is fundamental to be involved in projects that enhance the development of competences by key elements responsible for the cluster's strategic vision. These competences are within the scope of this project.

Project areas

According to the cluster's Strategic Action Plan, student's self-development is valued, considering scientific and technological knowledge and personal formation, in a context of citizenship for the 21st century. The projects developed by the cluster thus cover the curricular areas of science, ICT and Citizenship and Development.

Previous experiences

- Science Club (http://clubedecienciasjca.wixsite.com/jovenscientistas)
- Entrepreneurship: initiatives in partnership with Junior Achievement Portugal (Company program, Job Shadow Day, social intervention projects within the curricular area of Citizenship and Development).

- Apps for Good: building mobile apps and IoT (internet of things) products activities.
- Biologist for a day: activities developed in partnership with MARE - Marine and Environmental Sciences Centre.
- Olhó peixe fresquinho!: MARE project which aims to bring society closer to scientific research.
- Programming initiation (computer science) for 3rd and 4th grade students.

Agrupamento de Escolas da Amadora Oeste

Description

Seomara da Costa Primo Secondary School is a comprehensive school (1600 pupils) which makes part of a cluster of schools named Amadora Oeste with a total of about 2900 pupils, located in the town of Amadora, in the suburbs of Lisbon.

Most of the pupils are socially disadvantaged, and many are immigrants or have a migrant background. The school delivers a wide range of educational programs: besides the regular curricula, pupils can enrol in Youth/ Adult Education and Training Courses and Vocational Courses which are designed to supply the pupils with work skills in such areas as Commerce, Tourism, Business Management, Photography, Sports Management, Refrigeration Systems and Computer Studies.

Facing some common problems in school education, several projects have been carried out that may improve a better integration of pupils, the increase of academic success and the reduction of early school leaving.

This project presents itself as an opportunity to improve the quality of the educational offer and to exchange best practice as well as innovative learning experiences.

Shared leadership team

In the shared leadership team take part Mr. Rui Fontinha, headmaster of the school district Amadora Oeste, Mr. Carlos Gomes, a Geography teacher and Head of the Governing Body, and Mrs. Elisa Moreira, a Portuguese Language teacher and head of the Languages Department. All these teachers have a wide experience as far as the implementation and development of projects are concerned.

Table 24: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Mr. Rui Fontinha	Headmaster of the cluster of schools Amadora Oeste	Innovative forms of leadership. ICT Digital citizenship	Chemistry School Management and Administration	-18 years in the management area - 24 years as a teacher
Mr.Carlos Gomes*	Geography teacher Head of Amadora	The use of ICT in Geography and Computer Studies Webpages Design	Geography ICT	- 31 years as a teacher

Name	Role	Area of interest	Area of expertise	Years of experience
	Oeste's Governing Body Designer and manager of Amadora Oeste's website		Webpages design Innovative approaches to teaching	8 years in a senior management team
Mrs.Elisa Moreira*	- Portuguese Language Teacher - Head of the Portuguese and Foreign Languages department	Languages ICT Digital Citizenship	Languages ICT Innovative approaches to teaching	33 years as a Portuguese Language teacher 10 years as Head of the Languages department

Representatives attending the meeting in Brussels.

School commitment

Both the school Seomara da Costa Primo and the cluster of schools Amadora Oeste commit themselves to develop a range of activities of which the outcomes may prove to be helpful for the solution of some common educational problems. The sharing of different approaches will be very beneficial as the partners can share experiences on school management practices, development of STEM curricula and the teaching of responsible use of ICT. On the other hand, it is important that the outcomes of the partnership, i.e., the sharing of different experiences and visions, different teaching/learning methods and practices, should be presented to the school community and to other schools in order to improve integration and promote success in education.

As a result of this cooperative process, the focus is to produce a range of conceptual materials on the main topic areas of this project, according to the main characteristics of the school.

The school is committed to an active and collaborative participation during the 3 years of the project.

Project areas

The cluster of schools has been developing several projects linked to the main topic areas, among others:

- "Aprender Digital" – a project aimed at grammar pupils and which consists in the teaching of ICT use to young children. Mobilization of digital technologies for educational purposes. Put digital technologies in the hands of students and stimulate their use at the service of learning.

- "Apps for Good"- the students design computer applications for Android devices, and which aim to be helpful and to solve daily and common problems.
- "Club of Programming and Robotics" – students Programming robots that perform basic tasks; scratch activities and Android APPS.

Previous experiences

The school is deeply involved in the promotion of educational success and is always willing to experiment, develop and adopt innovative teaching practices with a strong focus on the use of ICT tools.

The school participated in "Ciência Viva", a project to promote innovative approaches to the teaching of different subjects related to science, and in "Project Go – Mobility in Education", which fosters the use of mobile technologies in and out of the classroom.

Comenius Regio Project "Inclusion for all", a partnership between some schools from Amadora, the City Council of Amadora and a group of schools from Sheffield, UK., which was developed from 2013 to 2015.

Youth Start Entrepreneurial challenges – Connecting education to economic and social developments outside; developing transversal competences with a strong focus on the use of ICT tools; Promotion of entrepreneurial skills - Erasmus+ Programme.

Below 10 Project - Contribute to the reduction of early school leavers (ESL) below 10% by 2020, based on a territorially based research / action process, and the development of collaborative strategies among diversified entities of Croatia, France, Italy, Portugal, Romania and United Kingdom - Erasmus+ Programme

In their management role and as teachers, the importance of ICT in schools is encouraged and nurtured and the norms of appropriate and responsible use of technology in modern teaching/learning practices is emphasized.

Agrupamento de Escolas do Barreiro

Description

Barreiro is a Portuguese town in the district of Setúbal, Lisbon. It is a small municipality of 77,893 inhabitants. Bordered to the east by Moita, Palmela to the southeast, Setúbal and Sesimbra to the South, west and north by Seixal, Tagus river. On the other margin lays the city of Lisbon, capital of Portugal.

The school belongs to a large group of schools in Barreiro. It is a unit of public and the headquarter integrates both Primary School and Elementary school. There are also several pupils with learning difficulties of different type (dyslexia, disorders).

The school has a long tradition of sports, music and international exchanges activities. At school there are several clubs, like European Club and Cinema club.

Shared leadership team

Table 25: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Ana Pina*	ICT & Math teacher;	PBL; Digital competences	ICT, Maths and eTwinning	22

Name	Role	Area of interest	Area of expertise	Years of experience
	eTwinning ambassador; Erasmus coordinator			
Paula Duarte*	president of the general council	Mathematic and ICT	Maths	21

Representatives attending the meeting in Brussels.

School commitment

The School is well prepared for the project implementation, evaluation and dissemination of the results and has experience in project work and international cooperation. Regarding the Teachers, Ana Pina is experienced in coordinating international projects and students exchange and Paula Duarte is experienced as leading the Mathematics department.

Project areas

For the strategic development, the school is linked with: STEM education; innovative use of ICT in teaching and Digital Citizenship.

Previous experiences

The schools have an excellent understanding and training in the communication platform (e-mail, project website, Skype, blogging, websites, blogs, eTwinning) to communicate with fellow European partners. They will also had several STEM projects like inGenious, Go Lab, iTec and Co Lab. The teachers use the innovative computer programming tool Scratch as an educational tool within the classroom. The classes in the schools have a complementary subject called citizenship, in which they deal mostly with European dimension, but also with other kinds of cultures. Scratch helps young people learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century. Since six years ago the schools have continuously participated in the EU programme Erasmus+ and Students exchange.

Agrupamento de Escolas Marinha Grande Poente

Description

Agrupamento de Escolas Marinha Grande Poente is operating in a small industrialized town with about 34 thousand inhabitants, located at the seaside, in the centre of Portugal. Its main industries are glass making and moulds, especially for automobile industry. In recent years they have faced the economic crisis which has had a strong impact on the social and economic situation of the pupils' families.

AEMGPOENTE is made up of 10 schools from pre-school education to secondary education, with about 2800 students.

The students of the group are distributed as follows:

- Pre-school education - 316 children - between 3 and 6 years old;
- 1st cycle of basic education - 533 students - between 6 and 10 years old;
- 2nd cycle of basic education - 359 students - between 10 and 12 years old;
- 3rd cycle of basic education - 533 students - between 12 and 15 years old;

- General secondary education - 630 students - between 15 and 18 years old;
- Professional Secondary Education - 260 students - between 15 and 19 years old;
- The education and training of adults – 180 over 18 years, out of which 120 are foreigners learning Portuguese.

245 teachers and 90 technical and operational assistants work in the group.

As learning communities are concerned, the group is taking the first steps through the implementation of successful actions, in particular, interactive groups, dialogical gatherings and participation of the families.

The schools have opted for the training of teachers and the awareness of the educational community by implementing the project INCLUD-ED as a strategy to improve the learning quality and the promotion of an effective citizenship.

The group is also an Educational Territory of Priority Intervention where inclusion and school success are very relevant aspects for the operation and to achieve a multi-year improvement plan.

AEMGP offers technical professional courses, specially created for pupils at risk of social exclusion. It is also a reference school in terms of the use of ICT and the implementation of a pilot project to eradicate early school leaving as well as drop out. Furthermore, there is a small community of immigrants from Brazil, Africa and Eastern Europe who are offered evening courses of Portuguese as a foreign language. AEMGP also includes students with special needs.

AEMGP has quite enough facilities to be partner of the leading partner. The will to cooperate and understand professional study and improvement in education is important. The students, teachers, administrative staff, NGO's in the city and other institutions work very well together and have strong cooperation with education stakeholders. Besides that, Portuguese schools make good use of digital equipment and manage different languages. By joining this project, the school improves its quality with new approaches to classroom activities, training and youth work; it also fosters the provision and the assessment of key-competences, including basic and transversal skills.

The main objectives of improving the quality of teaching and learning and preventing drop-outs, absenteeism and indiscipline in students lead the school to search for innovative solutions to problems. Monitoring and evaluation mechanisms are also considered essential to improve teaching and learning as well as educational outcomes.

Shared leadership team

The team consists of teachers from different areas, some of them with participation in *STEM education; Innovative use of ICT in teaching and Digital Citizenship* projects.

In addition to the main team, other teachers will be involved in the implementation of activities related to this project.

Table 26: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Cesário Silva*	Director	Leadership, Collaborative work	School Administration	32

Name	Role	Area of interest	Area of expertise	Years of experience
Fernando Emídio	Coordinator Department	Curriculum Integration	1st Cycle	22
Fátima Carvalho	President of the General Council	Leadership, Collaborative work	Biology and Geology	31
Fernanda Cruz	Coordinator Department	Citizenship	Social Sciences	35
Catarina João	Teacher	Curriculum Integration	Portuguese and English	27
Carlos Baltazar	Teacher	ICT	Technological Education	21
Ivone Elói	Teacher	Citizenship	Portuguese and French	26

Representatives attending the meeting in Brussels.

School commitment

Within the scope of this project, the AEMGPOENTE is committed to share its practices at different levels of leadership, to involve teachers in the implementation and achievement of L2C project activities and, in particular, to disseminate the results in order to improve the quality of the educational service.

Project areas

Concern about improving the quality of education has led to a growing interest in new teaching and learning methodologies.

Thus, there is a Pedagogical Innovation Project, at a national level, P-PIP, valuing processes of collaborative and cooperative work with the use of ICT with the purpose of developing skills for a better digital citizenship.

The introduction of STEM activities right after the first cycle of schooling has been a growing concern, with a focus on laboratory activities, Robotics and Programming.

At a European level, the schools are participating in the following projects:

Programme	Year	Reference number	Beneficiary Organisation	Title of the project
Erasmus+ KA219	2016	2016-1-DE03-KA219-022906_3	Oberschule westercelle	Being a European: Find your way to the future - school, job and life in Europe

Programme	Year	Reference number	Beneficiary Organisation	Title of the project
Erasmus+ KA219	2016	2016-1-TR01-KA219-034942_1	Haci rahime ulusoy mesleki ve teknik anadolu lisesi Turkey	Social Innovator Students (SIS)
Erasmus+ KA201	2017	2017-1-IE01-KA201-025697	The provost, fellows, foundation scholars & the other members of board of the college of the holy & undivided trinity of queen elizabeth near dublin	Teaching for a Sustainable Tomorrow (TfaST)
Erasmus+ KA101	2017	2017-1-PT01-KA101-035633	Agrupamento de Escolas Marinha Grande Poente	Aprender para Inovar (API) Learn to Innovate

Previous experiences

Projects developed at local, regional and national level:

- Digital Artists - a project developed using ICT and supported in citizenship issues.
- APPS in education - production of applications to support needs identified by students.
- CANSAT- is an educational project of ESERO Portugal, organized by Ciência Viva and the European Space Agency (ESA). This competition gives students the opportunity to gain practical experience in a small-scale space project.
- Newspaper "Ponto & Vírgula" - the newspaper is published monthly in its digital version and every three months in its paper version which is then distributed with the local newspaper.
- Olympiads of Mathematics, Physics, Chemistry, Biology and Geology - national competition held in various phases, local, regional and national.
- Robotics and Programming - This project aims to contribute to the development of capacities associated to computational thinking, digital literacy and to foster cross-curricular competencies. The concepts associated with it should reinforce not only the domain of computing, but also key concepts in other domains of learning (reading, writing, mathematics, science, expressions, music, art, etc.).

Agrupamento de Escolas de Alcanena (AEA)

Description

Alcanena School Cluster was formed in 2010. It is located in Alcanena county and it comprehends 24 schools:

- 11 kindergartens
- 10 primary school

- 1 Second cycle school - 5th to 6th grade;
- *1 integrated school – from 1st to 9th grade;*
- 1 secondary school – the head-school, from 7th to 12th grades (regular, vocational courses and adult education).

It also comprehends:

- 80 classes
- 163 teachers
- 1582 students (163 with special needs)
- 9 Administrative Staff
- 58 other non-teaching staff

The head-school hosts a Qualifica Centre

Although it is the only school cluster in the county, it hosts a significant number of students from the surrounding counties as well.

Shared leadership team

Table 27: Shared leadership team

Name	Role	Area of interest	Area of expertise	Years of experience
Ana Cláudia* Cohen	Director	School management and leadership	school management Foreign languages	26
José Fradique*	STEM Coordinator	STEM	Science, pedagogy and didactics	22
Leonilde Pinto	School self-assessment coordinator	ICT	History of Art	28
Cristina Ferreira	Maths Teacher	Maths and ICT	Maths	22

*Representatives attending the meeting in Brussels.

School commitment

Alcanena school cluster aims to promote full success of the students (academical, professional and social), leading the students to develop an active and responsible citizenship. That is why it is important to be involved in projects which enable teachers / leaders to develop competencies which may lead to a shift at different levels.

Project areas

Regarding Portuguese core curriculum, the strategic development areas of the schools cluster cover the curricular areas of STEM and STEAM, *Innovative use of ICT and Digital Citizenship.*

Previous experiences

Previous and current experiences:

STEM

- StarT – organized by LUMA Centre Finland - it aims to implement a new interdisciplinary, collaborative way of working and thinking, based on research and the practices emphasized in the newest core curriculum of Finland. Students won the first prize in 2018.
- Scientix - promotes a Europe-wide collaboration among STEM. One of the teachers is a Scientix ambassador.
- FCT Nova Challenge – it aims to promote students' interest in scientific knowledge, as well as to stimulate creativity and competition throughout the development of scientific papers / projects. In 2018 one of the teams won the second prize.
- Ilídio Pinho – it aims to motivate students to get interest in science. Expecting the final results (4 of the schools' 7 teams are finalists).
- Projeto 80 - It aims to promote the education for sustainability, entrepreneurship and democratic citizenship (2019).
- UAC for STEAM – Using Arduino in the classroom for STEAM (2019).
- BLOOM - Boosting European Citizens Knowledge and Awareness of Bioeconomy

ICT

- Robotics club
- Apps for Good - building mobile apps
- Erasmus + KA1 Experience on ICT and leadership
- Classroom on wheels project

Digital Citizenship

- Future Classroom Lab (proprietary FCL in 2016)
- Makers Lab (proprietary makers lab in 2018)
- Entrepreneurship projects
- Programming initiation (computer science) for 3rd and 4th grade students.