Parents and School

There was a time when education in schools was ‘school-business’. Parents had by anything to do with that and teachers and parents were happy. After a certain period, the teacher informed the parents about the results and behaviour of the child. In the Netherlands there was even the subject called ‘behaviour’ (and also ‘diligence’) on the report for the parents. Sometimes it was necessary to discuss the behaviour of the boy or girl, but in general ‘behaviour’ was a teacher’s matter. I remember the time when even behaviour outside the school building was part of that concern and was also an educational task. This is hard to imagine nowadays.

As from the 70s, teaching and learning on one side and educating on the other became separated. Schools were increasingly focusing strictly on teaching. The English word ‘learners’ also refers to that separation. Over at least the last decade, gradually ‘education’ is coming back in schools. An increasing number of parents are asking for that. And it is for a reason, as in a world like ours, they are getting confused about many things.

Are we doing the right things regarding moral questions, or are we leaving them to wave their hands in the air as they do not know what to do in a fast changing world with the new media. As we know, many parents have not a clue what their children and youngsters are doing e.g. on the internet. So, schools are increasingly coming into the picture as the first ones responsible for support. This tendency is getting stronger and stronger. An increasing number of authors and television shows (!) are looking to schools as institutions which have to take back education again, when society is in confusion about values, norms and rules. But, are schools the right place with so many other tasks to fulfil already? If we, teachers/schools are not thinking about that, public debate and social media will take over! From the point of view of the school, what about the role of the parents? Maybe they are confused but, according to the law, they are always the first ones to be responsible for the behaviour of their minors.

Gerard de Kruif
Editor


towards the end of the day the homework is presented. The twenty-five students start writing under the chosen topic, “My Dark Sides”. One of them silently looks through the window on the nearby lake. When I pass by, she whispers to me: “All assignments we are given are the same - they are about me!”

A globalized world leads to a more diverse society. Consequently, it becomes increasingly urgent to create a social community in a local context. The costs of exclusion tend to become sky high for the individual as well as for society. On this basis, the Municipal Council in Nyköping (a Swedish Municipality with more than 50,000 inhabitants) decided to explore the social-teaching model ‘Tolerance Project’. The model was developed by the teacher Christer Mattsson just over twenty years ago to prevent recruitment to violent right-wing movements. Since then it has been utilized in some thirty municipalities in Sweden. The aim is to create safe social spaces for young people, thereby giving them the opportunity to a life within mainstream social community. In Nyköping, which has no active right-wing recruitment, the flexibility of the model is being adjusted in order to create social cohesion. As there is a concrete interaction between social services and schools, the project should be seen as an attempt to achieve education for sustainable development. In a three-year project, fifteen-year students will be given the opportunity to find their role and identity in a positive social context, gain deeper knowledge of human rights, reflect on the consequences of intolerance and the conditions of democracy.

The structure of the model is as follows: Students voluntarily apply to the Tolerance Project and are divided into heterogeneous teaching groups. Starting in October, the group meets every second week outside school on ten occasions. Each day has its given features: the theme of the day is presented by an authentic narration told by the teacher solemnly. The discussions then take place. Both existential and ethical issues are dealt with followed by creative assignments connected to the theme. History, Religion and Social science constitute the material while written and oral presentations together with artistic expression are the skills that are practised. In short, the Tolerance Project fully embraces the Swedish curriculum with special attention to the social dimension developed through teamwork activities.

Included is a seven-day excursion-journey to Holocaust Memorials in Poland. The narratives used during the teaching days are further developed and lead to dynamic discussions. For those who have never been outside Sweden, the meeting with another country is an opportunity to get a perspective on Swedish society. In addition, being on historical sites enables the students to reflect on the significance of the historical memory. The teaching tenet of the Tolerance Project is a non-confrontational approach. Instead of debating, the dialogue is in focus. Instead of describing others, the students are encouraged to investigate their own identity. By exploring who you are in a social context, the purpose is to give young people the opportunity to notice how different identities can coexist. Who do I want to be? The question can only be answered if you first find out who you are. And only then can you choose to be the best version of yourself. As a student writes in her notebook at the end of the day:

“The questions really made me think of something I’ve never thought about before - that’s whether I’m Swedish or Erteiran. I realised I can be both. The thought made me happy.”

Consulting today’s, polarized social, political and cultural landscape, the Tolerance Project is not only valid in a Swedish context but also in a broader European perspective. We are indeed looking forward to collaborating through LTN with colleagues all over the world.

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The Tolerance Project - A Dynamic Educational Model for Long-term Social Inclusion

The Learning Teacher Magazine

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Healthfest at Zabbar Primary B, St Margaret College, Malta

As part of the yearly school calendar, the PSCD, Art and PE teachers at Zabbar Primary B organised a week-long Healthfest in May with the Year 3, 4, 5 and 6 pupils.

As a run up to the event, the pupils discussed what healthy and unhealthy lifestyles are during PSCD sessions. The lessons about leading a Healthy Lifestyle focused on the benefits of physical exercise, nutritious diet, good sleeping patterns, clean air, personal hygiene and responsible use of medicine. We stressed the importance of eating well, especially the consumption of fruit and vegetables, by asking the pupils to come up with various healthy meals such as breakfast, lunch, snacks and dinner using different food cards and their personal food drawings.

These lessons were followed by discussions on unhealthy lifestyles such as drug and alcohol abuse, the negative effects of smoking and lack of Personal Hygiene. The children were also asked to come up with different charts which were displayed around the school premises as an exhibition to coincide with the Healthfest. Each Year group was given a topic focusing on Healthy Lifestyle, such as Healthy Eating, the benefits of Physical Exercise, Hobbies which help us stay away from bad habits and different careers related to health and food.

These PSCD lessons and activities led to the Healthfest week. The pupils participated in PE and Art sessions in the school yard. As part of the PE session, the pupils took part in fun games and activities including water and parachute games, golf, football, basketball, handball and obstacle races using the equipment available at school. For their Food Art session, the pupils worked on a healthy artistic plate using mostly fruit and vegetables amongst other ingredients. The children created fun dishes such as a Fish, an Owl, Mice, Birds, a Peacock, a Mummy, Frankenstein and a House from the Movie ‘Up’.

As a closing activity to the Healthfest, each year group gathered in the school hall for a PSCD presentation summarising what happened during the past weeks. The children were invited to sing and dance to the music videos related to the benefits of physical exercise and healthy diets. They were also shown photos taken during the Healthfest. After the Healthfest week, two pupils from each class were chosen with the best charts having a good layout, detailed information, best effort and creativity. They were awarded an Achievement Certificate by the Head of School.

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The Digital Educational Revolution - New Inputs

Have you ever thought about an educational revolution - a revolution that makes it possible for children from parents with less money, less burning ambition and a poor educational background, to achieve highly? Well, if you have already thought about it, you are not the only one.

Sebastian Thrun, a professor from Stanford had an ambition - he wanted to give exactly those people, who would never have the chance of going to Stanford, a possibility to get the highest education possible. He saw a potential and founded the Internet University "Educarly", where students were able to study content from Stanford online without charge. He even quit his well-paid job at Stanford and dedicated himself totally for his new project. At the end, 23000 students received a certificate - this number had never been reached in Thrun’s lecture hall in his entire career (see Dräger/Müller-Eiselt, 2015).

Crowded lecture halls and a variety of studies face students nowadays. The challenges for our education system have never been so high and complex. Is there a solution? Experts see an approach in the digital revolution. In the last decade in both educational practice and academic field 'professional autonomy', 'professional space' and 'teacher agency' are subjects of discussion, research and policy-development. This discussion seems to be related to the increasing governmental focus on educational quality and yield, and the demand of accountability of non-profit organizations in the industrialized countries since approximately 1990.

Three major phenomena have become visible due to this focus and demand:
- Governmental rules and policy on educational goals and content have increased, which results in standardization of educational programmes and testing;
- Educational institutions have to make transparent to which extent they meet policy standards on educational quality, in a rather high frequency of governmental control. Therefore, managers of these institutions feel the need to work with registration and control-systems to supervise the internal organization. This often leads to more bureaucratization;
- Both standardization and bureaucratization have an impact on the daily work of teachers. Standardization goes with decreasing influence of teachers on curricula. Bureaucratization has an intensifying effect on a teacher's workload, because it is often the teacher who has to provide the data for the registration and control-systems, concerning their educational goals, ways of working and results.

Research shows that standardization of educational programs can impede the learning of teachers, and governmental control on educational content can decrease professional autonomy and responsibility of teachers. There is also evidence that educational organizations that show a lot of bureaucratic features decrease the experienced professional space of teachers. These tendencies, combined with an intensification of workload can result in a negative effect on teachers' working satisfaction and sense making.

Since teachers and especially the ongoing learning process of teachers are crucial in educational development, the processes and effects mentioned above can threaten educational quality. Altogether there seems to be some paradox going on: policy that is meant to upgrade educational quality can have side-effects that lead to the contrary. In my opinion, it is this paradox that gives urgency to the discussion on professional autonomy, professional space and agency. Educational development cannot be established without movement of teachers who learn, develop and innovate. And literally and figuratively teachers need room to move. And literally and figuratively teachers need room to move.

Within Stenden University and supported by the State University of Groningen, I was given the opportunity to start a PhD-project on this subject and these questions. The purpose is to design (in collaboration with teachers and team leaders) a model for working conditions for teams from the perspective of teachers as professionals. I have just finished the first year of research, consisting of a literature review and a pilot study. I am really looking forward to sharing some of my findings with colleagues on the Learning Teacher Conference in Aarhus in coming September. Also, I am curious to hear about experiences concerning professional space in some other countries and educational contexts.
The project “Parents Get into the Act” aims at informing parents with migrant backgrounds and encouraging them to become active. Eltern Netzwerk NRW (Parent Network NRW), the project executing organisation, represents some 240 migrant organisations in our state. The focus of the project is training and coaching of parents with migrant backgrounds to become facilitators of informative meetings and seminars for parents with migrant backgrounds.

My colleague Lars Meyer and I met our future trainees at the opening conferences staged in each of the three project regions. The participants (60 – 80) of the conferences worked on their questions about kindergarten and school and about their needs for information and support. The target group (20 – 35) in all three trainings – four days split in two parts – was very heterogeneous. Their origin was from different countries, though most of them were born and raised in Germany. There were also differences in German language, in experiences with groups, in knowledge about kindergartens and school and so forth. However, all were highly motivated and curious.

The goal of the training was to set the ground and the starting point of a learning process which would continue during the practical period accompanied by two one-day exchange and coaching meetings plus a “hot-line” via phone and e-mail. During the practical period, the participants were to facilitate in pairs some six ninety-minute informative meetings with parents.

Basic principles for the training were set accordingly; all information input must be closely connected with the knowledge and experience each participant brings with them - in a collaborative way. This requires time for exchange in a positive and supportive atmosphere. It also means that Lars and I as training facilitators are role models. Inevitably we made our mistakes and made them open.

The first day of training focused on facilitation. The leading questions were “What kind of meetings do I wish to have as a parent?” and “what do I expect of a facilitator of these meetings?”.

Day 2 was dedicated to parents’ participation in kindergarten and school. An input on the most important legal basics started the day. Discussions in groups and role play in the afternoon helped to put received information into practice.

The goal of Day 3 was to get a deeper understanding of school as a system, how it works and how it makes teachers think and act. Three teachers from the “Project Teachers with Immigration History” took part to answer questions of the participants.

The last day of training was to get the participants set for their practice, to plan their first informative meeting. The day was rounded up by a ceremonial and joyful reception of the certificate of being a “parent facilitator”.

The practice period facilitating informative meetings will begin after the summer vacation, and we are looking forward for the first calls and e-mails and the first exchange and coaching meetings.

Forum Eltern und Schule, institution of adult education responsible for training and coaching: http://www.weiterbildung-fuer-schulen.de/
Finance: Federal state of NRW, ministry for school and ministry for integration
Project website (in German): http://www.elternnetzwerk-nrw.de/projekte/eltern_mischen_mit.html

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Anna’s Tuin & Ruigte: Learning in a Living Lab

Anna’s Tuin & Ruigte (Anna’s Garden & Wilderness) (ATR) is a piece of nature on the Science Park of the University of Amsterdam (UvA) (The Netherlands). The UvA and research institutes settled here (from 1946 onwards), the area was arable land belonging to several farms of which the last one was the Annahoeve, the farm of Anna van den Broeke (1850). The Annahoeve, now café-restaurant The Polder, is the last piece of history remaining at the Science Park, while most of the area is being converted to buildings. Anna’s farmland was left bare and has been neglected for many years.

Some 5 years ago a group of students developed a plan to revive the area into a biodiversity hotspot as well as a food producing garden and forest, re-creating its historical function. In cooperation with the municipality of Amsterdam and a tremendous group of enthusiastic volunteers, the area (0.8 ha) is now being converted to a permaculture garden aimed to promote biodiversity, produce food, bring people together and provide a platform for nature education and research in a living lab.

The education in Anna’s Tuin & Ruigte is targeting children and students from kindergarten to university. For the youngest we now have established a search tour through the garden. Equipped with a backpack containing a map, binoculars, a loupe and an assignment sheet, the children can explore the nature in ATR through several fun exercises.

For primary schools, we have a now well established learning programme on water quality. Together with the teachers and volunteers, the children perform a real scientific experiment. They smell and look at the water, after which they catch water creatures with a landing net. With the help of a searching map they determine the species they found and place them in predefined categories of water quality. Based on the found species they can now draw their own conclusions about the water quality in ATR.

The children get really excited about being able to act as real scientists and learning about nature. It is a pleasure to see the children play, learn and gain interest in science and nature through simple exercises.

Also the university is increasingly being involved in nature education in ATR. Students of the elective course Farming of the Future came to perform biodiversity and soil assays and did an experiment to test different mulching methods. The results could then be used by the volunteers designing the gardens. More teachers are now interested in incorporating field studies in ATR in their courses and some are already on the agenda for next year. This way the team and garden can work together with the University in sharing knowledge and expanding science to direct practice.

Plans are being developed also to provide education for secondary education. ATR could for example provide a living lab for experiments in biology courses. Some volunteers already have plans for making an education programme on biodiversity and sustainable farming. We believe that getting students outside classrooms to actively explore nature and farming is far more stimulating than sitting in the classroom and passively listening to teachers. In the coming years we will contact schools and teachers to explore the possibility for secondary education in ATR.

Since ATR is in a developing phase, most of the students already have had great experiences with nature education and are looking forward to test and secure more outside education and to involve more schools and teachers in the project.

We think actively learning in a living lab is an excellent form of education to get children and students enthusiastic and responsible for nature.

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Virtual Observations in Pre-Service Teacher Preparation

Since spring 2011, a faculty in the teacher education program at North Dakota State University has been experimenting with enhanced field experiences and classroom observations. Two cameras have been rotated among various classrooms in a local school district to provide pre-service teacher candidates with an authentic glimpse into local classrooms from a distance.

The cameras were purchased through a multi-year grant with the purpose of improving pre-service teacher preparation. The cameras allow teacher candidates to observe local teachers in a university classroom either in real-time or through pre-recorded videos. However, before virtual observations may proceed, the teachers hosting the cameras have received informed consent forms from students’ parents allowing the students to be observed by the teacher candidates.

Nonetheless, if after a two-week waiting period, a single parent declines permission for his or her child to be on video, the entire class comprising that student is excluded from observations for the school year. Such parental objections, however, have been very rare over the course of the project and observations have usually been held with most if not all, classes. Since the process is completed, faculty members request permission from the teacher hosting the camera to conduct a virtual observation at an agreed-upon time. The observation sessions can be recorded for later use, or they can be streamed live into the faculty members’ courses. The purpose of the virtual observation sessions is to expand upon and supplement on-site field experiences teacher candidates are required to complete. In addition, the virtual observations are useful in examining the teaching methods, generating discussions about classroom events, and in learning about various classroom management strategies teachers employ.

In the course of a live-streamed observation, the faculty member can remotely manipulate the camera, which can be rotated 360° around its vertical axis. The faculty member may also pan and zoom to focus the camera on specific individuals, tasks being performed or interactions occurring during the lesson.

The project has not been without challenges. First, the program had to identify administrators who were open to the prospect of outside cameras being placed in their schools. Second, although the school district has no shortage of experienced and exemplary teachers, finding those confident enough to expose their teaching practices for viewing in a university class was a challenging task.

Fortunately, after several consultations with principals at a high school and a middle school, the cameras were placed in two classrooms with teachers in different content areas. Third, the technical arrangements of physically installing the cameras in the classrooms and providing a functional connection across self-contained institutional networks represented a challenge; fortunately, district and university IT addressed these issues quickly.

Anecdotal evidence suggests that the teacher candidates and the university faculty value the use of virtual observations and consider them useful tools in expanding candidate learning about teaching practices. Currently, two faculty members in the program are collecting data via semi-structured interviews specifically to examine the impact virtual observations have had on teacher candidates’ view of the teaching profession. The findings will inform the program’s continued use of remote cameras for this purpose, but this will depend on the continued availability of the service the program currently utilizes. While the online-hosting and archiving platform is still operational, it is being phased out by the company that designed it. Therefore, the program is exploring alternative camera solutions that could replace the current platform in the short to medium term, so that teacher candidates may avail themselves of virtual observations for the foreseeable future.

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Setting the Stage for a Reflective and Collaborative Professional Practice

"I do believe I can make a difference for my students. Naming just one thing: I certainly want to take advantage of the students' experiences and thoughts; place them in a relevant context and learning environment and use them as a platform for development in mathematics."

Mathematics teacher Karen, reflecting upon her practice

Mathematics teachers’ professional development (PD) and learning is a highly relevant topic today. For effective PD, opportunities for teachers to reflect on their teaching practice in collaboration with colleagues are central. However, teaching is a complex process and not easy to assess in order to develop new understanding. So, what can we do to improve the teaching profession, despite the complexity it involves? How can we create an effective professional learning environment and combine it with activities that promote in-depth understanding regarding teaching and students learning? This article outlines the ideas of experienced mathematics teachers as they jointly recognize and learn about issues that shape their practice.

Sharing effective practices and reflecting on student learning

In a school-based PD project, a group of Swedish mathematics teachers collaboratively analysed their teaching practice to seek understanding of why things do and do not work as well as what is involved. During the reflective and collaborative process, it became evident that by systematically “unpacking” teaching and learning and making rationalizations about their practice explicit, the teachers began to think more deeply about their own teaching and learning.

Example

Teacher Karen provided some insight into her classroom practice in relation to her students’ presumed lack of interest and positive attitude towards mathematics:

“A too monotonous task focused work in the text book has led to classroom instruction that has become very abstract, lacking specific and clear foundations in students’ own experiences and interests..."
Posing purposeful questions
While reflecting on their practices, the teachers also became aware of the importance of posing questions in order to move teaching and learning forward.

Example
Teacher Anna states that “we must make more explicit the learning goals and what we will be working on, as well as ask the students about their thoughts on this. We also must work on posing adequate questions for better planning of instruction.” The teachers listed a group of questions, narrowing it down to:

• What do my students know?
• What are my students able to do?
• What is the evidence of that?
• How does this shape what I plan for tomorrow?

Developing practice and theory - side by side
Sharing practices in structured conversations with colleagues may open up new ways of seeing things leading to insights into teaching and learning. Jointly the mathematics teachers in this PD-process sought understanding of why things do and do not work within their practices. They seemed to articulate and re-interpret what they need to know about teaching and learning in order to organize meaningful classroom practice. However, professional change through systematic and continuous reflection is not automatically achieved by “itself” by providing opportunities for the teachers to participate in a collaborative setting or simply talking about the teaching practice. Without developing and challenging teachers’ theoretical foundation, beliefs and knowledge, the collegial reflections may rather sustain a “status quo” instead of generating new understanding or learning.

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Waste-Water-Watts (W³)
An Eco-Schools Green STEM, Project-based Learning Initiative

In August 2016, Eco-Schools, in collaboration with National Wildlife Federation and Alcoa Foundation, launched a global K-12 environmental literacy initiative focused on Green STEM. The pilot project, run in five countries, provides children with knowledge on the themes of Waste, Water and Energy through the subjects of Science, Technology, Engineering and Maths.

A GROWING PHENOMENON
Eco-Schools is a global initiative of over 19 million students committed to helping change the world by protecting their environment. Its foundation is the students’ engagement with their surroundings, which enables them to act in their classrooms, their schools, and eventually their communities. Following a carefully designed Seven Step Methodology, students come together, conduct research, make an action plan for the year ahead, monitor and evaluate their progress, link their work to the school curriculum, inform and involve their peers, school staff and the community, and produce their own code of commitment. What we witness is that this feeling of owning each part of the process and relating to it, involves children in a remarkable way.

GREEN STEM AND THE W³ PROJECT
The concept behind the Waste-Water-Watts (W³) project was to see how environment-based education could boost student engagement and academic achievement through STEM Education. In monitoring Waste into the school curriculum, and provide opportunities for community involvement.

Awareness Surveys were conducted at the beginning and at the end of the project to examine the levels of awareness of students on the Themes of Waste, Water and Energy, as well as the teachers’ familiarity with Green STEM Education. In monitoring Waste in participating schools, an average of 15.5% increase in recycling was observed from the pre and post surveys across the five participating countries. Water savings increased by 9%. It is noteworthy that location matters a great deal when dealing with the Water Theme. For instance, in Norway, no increase in water savings was reported in participating schools, because of the abundant water supplies available. However, knowledge and awareness has now risen in teachers and students and they believe they will make significant savings next year. An 11% increase in energy savings was also reported. As for the qualitative indicators of the teacher surveys, the project reports an 85% increase of knowledge about Green STEM and project-based learning, and an 82% increase in a positive perception on the importance of sustainability issues. Finally, a 12% increase in outdoor teaching was noted in the survey results.

ABOUT ECO-SCHOOLS
The Foundation for Environmental Education was founded in 1981. Eco-Schools was launched in 1994 and is currently run in over 67 countries through member organizations that are committed to engaging children and youth in action-oriented learning. In 2003, Eco-Schools was identified by the United Nations Environment Program (UNEP) as a model initiative for Education for Sustainable Development. Follow FEE on Facebook and @FEEnet on Twitter. Follow Eco-Schools on Facebook and @EcoSchoolsInt and @FEE EcoCampus on Twitter.

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In Romania the theory of multiple intelligences is quite well known but unfortunately more on a theoretical level since it is not very much used in the classroom as it is considered to be not so “serious” or academic when it comes to learning. That is why it is mostly implemented at kindergarten and primary school levels. Generally speaking it is often used in very structured activities or lessons, even if there are also a few teachers, especially young ones, who use it as a valuable tool in their everyday teaching and learning process. Additionally, we have noticed that it is usually incompletely presented and understood since the focus tends to be especially on the description of the 8 (not 9!) types of intelligences identified so far. There are few to no explanations about some key elements of Gardner’s theory such as: his pedagogical model (entry points, analogies and multiple representations) or the idea that each person has a unique cognitive profile made of the 8 types of intelligences at different levels of development which can be continuously improved if appropriate environmental and educational contexts are provided. This is the reason why it is frequently used as another way of labelling pupils instead of focusing more deeply on the possibility of growth, of continuously developing their potential.

From March-June 2016, we carried out some action-research on this topic in 11 schools from rural areas in two counties, after previously having organized a training on MI for Physics and Romanian teachers with a strong focus on the practical use of Gardner’s theory in designing lesson plans. We worked with 13 teachers and 214 children divided into one experimental and one control group. The results were very good, as we noticed a statistically significant improvement in school performance in both subjects, but the most notable was in Physics. At the same time we received very good feedback both from teachers and from pupils who appreciated that valuing MI in the classroom improves the understanding of the contents taught, fosters creativity, communication, motivation for learning, trust, friendship, collaboration, fun and helps rediscovering the pupils through the new lenses of their strengths. We would like to particularly present the case of B.M., a boy who was initially considered by everybody to be unable to learn. When we started our study we first applied the MIDAS questionnaire in order to establish the cognitive profiles of the pupils at that moment and communicated the results to their teachers involved. Thus we discovered that B.M. had very well developed spatial and kinaesthetic intelligences and low linguistic intelligence. So the Romanian and Physics teachers started encouraging him to develop the linguistic intelligences based on the other two strong ones (for instance he chose to build a model of how eclipses form instead of writing an essay as the teacher had asked the class). In the end B.M. raised his general marks with 2 points in Romanian (from 6 to 8) and 1 point in Physics (from 6 to 7), a big success. Also he trusted himself more and more and started being appreciated, admired, accepted and integrated by his classmates. That is why we warmly recommend the use of this wonderful and powerful tool and hope to be able to continue a more in-depth field research on this topic.

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International LTN GAP Seminar
“Immigration and Good Quality Education”

Palermo April 26 - 29 2018

The International GAP Seminar, with input from recognized experts and interactive discussions among the participants, offers a learning space to explore, learn more and elaborate on how schools and teacher education institutions can handle immigration and migration from the perspective of Human Rights and Quality Education.

We welcome you to participate in the Palermo Seminar, which will be enjoyable, inspiring and will address this key issue, crucial to the development of education and training, to ensure inclusive and equitable quality education for all.

We are very pleased that we have Professor Leon Tikly from the University of Bristol/UK and UNESCO Chair Charles Hopkins from York University in Toronto/Canada as distinguished international experts for good quality education, diversity and ESD with us at the seminar. They will share their wide expertise in two keynotes and in their active participation in discussions during the seminar. Dr. Susanne Müller-Using, LTN EC-member and researcher at Osnabrück University will contribute regarding her expertise on good quality education with a keynote on Human Rights Education skills for teachers in multicultural settings.

The Framework
Education for Sustainable Development (ESD) allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. ESD means including key sustainable development issues into teaching and learning. The United Nations has adopted the UNESCO Roadmap for implementing the Global Action Program (GAP) on Education for Sustainable Development.

The GAP has two objectives:

* to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development - and make a difference;
* to strengthen education and learning in all agendas, programs and activities that promote sustainable development.

The Learning Teacher Network is an official UNESCO GAP Key Partner on the capacity building of educators and trainers (GAP, Priority Action Area 3). The Sustainable Development Goal number 4 “Quality Education” - within the 2030 Agenda for Sustainable Development - is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Keynotes**

**Professor Leon Tikly**

University of Bristol, United Kingdom

Leon Tikly is Professor in Education at the University of Bristol. His keynote Towards a quality education for all: how schools can promote inclusion and diversity is embedded in his research over many years into the quality of education in Africa and for immigrant learners in the UK and Europe. In the course of his research, Leon has worked closely with education policy makers and educators to implement evidence-based practice in schools. His understanding of educational quality addresses issues of inclusion as well as social justice. Leon is currently writing a book on quality education and sustainable development.

**UNESCO Chair Charles Hopkins,**

York University, Toronto/Canada

Charles Hopkins holds the UNESCO Chair on Reorienting Teacher Education to Address Sustainability, focusing upon the development of an international network of teacher preparation institutions collaboratively working on the reorientation of teacher education to address sustainable development. Hopkins is also a senior advisor to UNESCO’s Transdisciplinary Project, Educating for a Sustainable Future and the Chair of the Education for Sustainable Development Working Group of UNESCO Canada’s Man and the Biosphere Committee (MAB). In addition, he is the executive director of the John Dearness Environmental Society and an advisor to Environment Canada’s Ecological Monitoring and Assessment Network (EMAN).

**Dr. Susanne Müller-Using,**

Osnabrück University, Germany

Dr. Susanne Müller-Using is scientific director of the interdisciplinary research cluster Costa Rica Center and speaker for the research group Values and Human Rights Education at Osnabrück University. From 2004 on she works as scientific collaborator at the Educational Institute at the Osnabrück University, taking part in several intercultural and comparative research projects in early childhood and school education. Her research focus is on comparative education research, especially on teacher education, ethics and human rights education, empathy and intercultural competencies of teachers, individual pupil encouragement and creativity, school quality development. Susanne is Executive Committee member of the Learning Teacher Network.

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International LTN GAP Seminar
“Immigration and Good Quality Education”
Palermo April 26 - 29 2018

Full Conference information on: