Creative Learning for A Sustainable World

Ljubljana, Slovenia
October 1–3, 2009
Welcome to the 6th International Conference

On behalf of the Learning Teacher Network I wish you warmly welcome to the network’s 6th International Conference, which has the title ‘Creative Learning for a Sustainable World’. Alike previous conferences, the event will be a golden opportunity for gaining new knowledge and sharing experience with colleagues in a good and friendly atmosphere in an international setting.

This year’s conference addresses two main ingredients of future education: creativity and innovation, and education for sustainable development (ESD). High profile keynote speakers and a large number of professionals in education from all levels of education gather together to exchange front-line knowledge and good practice. Already now I would like to express my appreciation of the more than 90 presenters from 15 countries who will contribute with sessions, altogether ensuring that the conference will be an extraordinary venue for international collaboration.

I hope that also you will join this important event of the year and take the opportunity to participate in the coming stimulating and knowledge building discussions. The conference will be a unique opportunity for networking and for making new connections for the future.

We gratefully recognize the kind support of the conference given by the City of Ljubljana and the Mayor of Ljubljana, Mr Zoran Jankovič. I am convinced that each one participating at the conference will enjoy the lovely capital of Slovenia and the eloquent environment in which the conference will take place.

Welcome to the 6th International Conference!

Magnus Persson
Network Coordinator
The Learning Teacher Network

Thematic focus

The 6th International Conference will address and interlink two vital and main ingredients of education and training:

- Creativity and Innovation
- Education for Sustainable Development (ESD)

By the choice of theme, the conference will recognise both the UNESCO Decade for Education for Sustainable Development (2005-2014) and the European Year of Creativity and Innovation 2009. By combining these two key educational issues of today, the conference will be a platform for professional sharing and debate on the imperative themes.

Education for sustainable development (ESD) is a conceptual framework which comprises and links the environmental, social and democratic, and economic dimensions for long term sustainability.

In the strategic priorities of the European Lifelong Learning Programme for the year 2009, the Commission puts forward that European educational actions shall aim

- to support creativity and innovation in all systems and levels of education and training, in view of making the European Year of creativity and innovation 2009 a success;
- to reinforce sustainable development, including issues relating to energy and climate change, through actions in all sectors of education and training.
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>16h30</td>
<td>Registration of delegates followed by a Welcome Drink at 17h30</td>
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<tr>
<td>18h00</td>
<td>Cultural Ceremonies at Pošta Atrium</td>
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<td></td>
<td>Opening Session with Words of Welcome from</td>
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<td></td>
<td>- The Mayor of Ljubljana</td>
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<td>- The Ministry for Education and Sport in Slovenia</td>
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<td>- The European Commission Representation in Slovenia</td>
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<td>- The UNESCO</td>
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<td>- The National EU Agency for Lifelong Learning (CMEPIUS)</td>
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<td>- The Network Coordinator of the Learning Teacher Network</td>
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<tr>
<td>19h15</td>
<td>Plenary: Richard Gerver, Inspirational Leader and Educator, England UK</td>
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<td>‘Creativity and passion in education’</td>
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<tr>
<td>20h30</td>
<td>Welcome Dinner at Hotel Slon</td>
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<tr>
<td>09h00</td>
<td>Plenary: Prof. Charles Hopkins, UNESCO Chair</td>
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<tr>
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<td>reorienting teacher education to address sustainability, Toronto Canada</td>
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<td>‘ESD – The contribution of all educators’</td>
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<td></td>
<td>Introduction followed by a plenary discussion</td>
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<tr>
<td>10h00</td>
<td>Coffee break</td>
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<tr>
<td>10h30</td>
<td>Parallel Sessions A</td>
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<tr>
<td>11h45</td>
<td>Parallel Sessions B</td>
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<td>Lunch</td>
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<tr>
<td>14h00</td>
<td>Parallel Sessions C</td>
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<tr>
<td>15h30</td>
<td>Free time for networking</td>
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<tr>
<td>19h00</td>
<td>Reception at the Ljubljana City Hall</td>
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<td>Hosted by the Mayor of Ljubljana</td>
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<tr>
<td>09h00</td>
<td>Plenary: Prof. Hans Rosling, Karolinska Institute, and the founder of the Gapminder Foundation, Stockholm Sweden</td>
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<td>‘A fact based world view’</td>
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<tr>
<td>10h00</td>
<td>Coffee break</td>
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<td>10h30</td>
<td>Parallel Sessions D</td>
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<td>Coffee break</td>
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<td>15h30</td>
<td>Parallel sessions G</td>
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<td>16h45</td>
<td>Closing Ceremonies</td>
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<td>19h00</td>
<td>Conference Banquet</td>
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Presentation of the Keynote Speakers

Prof. Charles Hopkins
UNESCO CHAIR REORIENTING TEACHER EDUCATION TO ADDRESS SUSTAINABILITY, AND UNITED NATIONS UNIVERSITY CHAIR FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

The title of the speech
ESD - The Contribution of All Educators

"ESD is one of the more powerful tools for preparing civilizations for the future. There is hope if we begin to collaborate on a global scale to see a more sustainable future for all as the ultimate goal of humanity."

Charles Hopkins is at York University in Toronto where he holds both a UNESCO Chair and a United Nations University Chair. The UNESCO Chair coordinates an international network of teacher education institutions working upon the reorientation of teacher education to address sustainable development. The UNU Chair focuses upon the role of ESD in community development. Hopkins is an advisor to UNESCO and UNU regarding the UN Decade of Education for Sustainable Development (UNDESD). He played major roles in both the Rio and Johannesburg UN Summits on Sustainability. He was an author of Chapter 36 of Agenda 21, the Rio Earth Summit Action Plan on Education, Public Awareness and training. Previously, Mr. Hopkins was a Superintendent with the Toronto Board of Education.
Prof. Hans Rosling
PROFESSOR OF INTERNATIONAL HEALTH
THE FOUNDER OF THE GAPMINDER FOUNDATION

The title of the speech
A Fact Based World View

Hans Rosling is professor of International Health at Karolinska Institutet, Stockholm, Sweden. Even the most worldly and well-traveled among us will have their perspectives shifted by the professor of global health. His current work focuses on dispelling common myths about the so-called developing world, which (he points out) is no longer worlds away from the west. In fact, most of the third world is on the same trajectory toward health and prosperity, and many countries are moving twice as fast as the west did.

What sets Rosling apart isn’t just his apt observations of broad social and economic trends, but the stunning way he presents them through Gapminder, a remarkable trend-revealing software he created. By any logic, a presentation that tracks global health and poverty trends should be, in a word: boring. But in Rosling’s hands, data sings. Trends come to life and the big picture snaps into sharp focus.

When working as doctor in Mozambique he discovered a formerly unrecognized paralytic disease that his research group named konzo. His research concerns links between economy and health in Africa, Asia and Latin America. Now the global health professor is looking at the bigger picture, increasing our understanding of social and economic development. Hans Rosling is the founder of Gapminder Foundation. He has been adviser to WHO and UNICEF, he co-founded Médecines sans Frontiers in Sweden, and he published a textbook on Global Health.

Richard Gerver
INSPIRATIONAL LEADER & EDUCATOR

The title of the speech
Creativity and Passion in Education

Richard Gerver is an associate of Sir Ken Robinson and is featured in his new book ‘The Element’. He works as a consultant on creativity, leadership and education and has been described as ‘One of the most inspirational leaders of his generation.’

Richard Gerver is a former actor who gained his reputation leading a school on the brink of failure to global recognition within five years. As a result he won a highly prestigious National Teaching Award in 2005. The ideas about creativity that led to this success echo many of Sir Ken’s and implemented them in a practical setting. He has worked as a policy consultant to the British Government and a variety of its agencies including the QCA and the National College of School Leadership. His work transcends education and is now having a major impact on organisations around the world including: UNESCO, The British Council, Skansa, The Welsh Government and The National Federation of Enterprise Agencies.

Now the Director of two companies: IC-ED and Ninja Kids, he works to share his unique vision of leading people in the 21st century and promoting creativity and innovation across all sectors and through all forms of media but his passion lies as a speaker. He deals with the issues that face us all in our lives today and the lives of our children tomorrow: Creativity, Risk, Innovation, Leadership, Technology and Wellbeing.
OVERVIEW OF THE CONFERENCE

Thursday 1 October 2009

Plenary Session
18.00–19.15 Opening Session and Cultural Programme
19.15–20.15 Keynote Address by Richard Gerver England UK
20.30 Conference Welcome Dinner

Friday 2 October 2009

Plenary Session
09.00–10.00 Keynote Address by Prof. Charles Hopkins Canada
Coffee
Parallel Sessions
10.30–11.30 A1 A2 A3 A4 A5 A6 A7
11.45–12.45/13.15 B1 B2 B3 B4 B5 B6 B7
Lunch
14.00–15.30 C1 C2 C3 C4 C5 C6 C7
Reception
19.00 The City Hall

Saturday 3 October 2009

Plenary Session
09.00–10.00 Keynote Address by Prof. Hans Rosling Sweden
Coffee
Parallel Sessions
10.30–11.30 D1 D2 D3 D4 D5 D6 D7
11.45–12.45 E1 E2 E3 E4 E5 E6 E7
Lunch
14.00–15.00 F1 F2 F3 F4 F5 F6 F7
Coffee
15.30–16.30 G1 G2 G3 G4 G5 G6 G7
Closing Session
16.45–17.15 Closing Words
19.00 Conference Banquet

OVERVIEW OF CONFERENCE SESSIONS

THURSDAY 1 OCTOBER

Opening Session
18.00
Cultural Ceremony
Words of Welcome by Honoured Guests

Keynote Address
19.15
Creativity and Passion in Education
Richard Gerver, England UK

FRIDAY 2 OCTOBER

Keynote Address
09.00–10.00
ESD - The Contribution of All Educators
Prof. Charles Hopkins, Toronto Canada

Halfway through the UN Decade of Education for Sustainable Development the world held an assessment gathering in Bonn. We realize the world has learned a lot, has achieved a great deal and has made serious plans for the next five years. This presentation will visit some of the Bonn highlights and then open for a plenary discussion on the issues to be addressed in moving forward.

Prof. Charles Hopkins will introduce the session by a 15 to 20 minutes speech and put forward discussion topics, where after a plenary discussion will follow.

Coffee Break
## Parallel Sessions A

| A1 | Creative Partnerships: A twenty first century creative learning programme  
Catherine Orbach,  
Peter Thompson  
Creative Partnerships Hastings and East Sussex, England UK |
| A2 | BITI (Being)  
Drago Pintarič, Katarina Rešek,  
Bojan Matjasic  
KUD Pozitiv – Dijaski dom Ivana Cankarja (DIC), SI |
| A3 | Employing Paraprofessionals to Assist with Inclusion of Students with Disabilities  
Ann Morrison Clement  
Educational Consultant, USA  
Nancy French  
Para Educator Training Services, USA |
| A4 | LärHut – The Global School and the national network of teacher educators for ESD in Sweden  
Kerstin Sonesson, Karin Nilsson,  
Malmö University, SE  
Hans Ljungqvist, the Global School SE  
Petronella Odhner, the International Programme Office for Education and Training, SE |
| A5 | Quality in our pre-school  
Tina Merčnik, Tamara Danieli  
Vrtec Hans Christian Andersen, SI |
| A6 | Teachers’ thinking progression in the process of transition to planning their own school curriculum  
Jaroslav Faltyň  
Research Institute of Education in Prague, CZ |
| A7 | Sustainable learning organisations  
Richard Krusell, Owe Johansson  
Säffle Lärcenter, SE |

### Break

### Parallel Sessions B

| B1 | Creativity for teaching and teaching for creativity  
Susanne Müller-Using,  
University of Osnabrück, DE  
Gerhild Bachmann  
University of Graz, AT |
| B2 | ‘Football Game’  
Anton de Vries  
Herman Hoedemaker  
Instituut Service Management, NL |
| B3 | Ways to develop a democratic school governance and to empower staff and students  
Marie-Odile Nouvelot  
AgroSup Dijon, FR  
Elena Luppi  
University of Bologna, IT  
Philippe Sahuc  
ENFA, Toulouse, FR  
Sébastien Jakubowski  
AgroSup Dijon, FR |
| B4 | School Refusal  
Robert Douma  
Jan Hindrik Loonstra,  
Gereformeerde Scholengroep/OCRN, NL |
| B5 | Including elements of Reggio Emilia concept in Slovene curriculum for preschool education  
Tatjana Devjak, Sanja Berčnik  
University of Ljubljana, SI |
| B6 | Classroom Instruction That Works with English Language Learners - Setting Language Objectives  
Jane D Hill  
Mid-continent Research for Education and Learning, Denver Colorado USA |
| B7 | Teaching pupils with another mother language  
Ingela Nilsson  
Uddevalla kommun, SE |

### Lunch
### OVERVIEW OF CONFERENCE SESSIONS

#### FRIDAY 2 OCTOBER

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<th><strong>Parallel Sessions C</strong></th>
<th><strong>14.00–15.30</strong></th>
<th><strong>Headteachers’ Networking Meeting</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>C1</strong> Teachers’ professional activities standard – the Czech way</td>
<td>Michaela Pišova Klára Kostková University of Pardubice, CZ</td>
<td>The Learning Teacher Network’s Thematic Interest Group for Headteachers will meet for 45 to 60 minutes for an introduction, short topic discussion in groups, and agreements. All conference delegates who are school leaders are welcome. The meeting will be chaired by dr. Tony Hayes (UK), Anne Buhl Jørgensen (DK) and Ivan Lorenčič (SI).</td>
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<tr>
<td><strong>C2</strong> Storyline- Human Rights in the Classroom</td>
<td>Inger Lindvall The Global School Uddevalla, SE Karin Eckerdal Nyköpings Gymnasium, SE</td>
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<tr>
<td><strong>C3</strong> Face it</td>
<td>Henny Oude Maatman, Paul Stuit, Froukje Bakker Hogeschool Edith Stein, NL</td>
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<tr>
<td><strong>C4</strong> – Global learning in a local context - Education for Sustainable Development in a changing world. Practical examples from The Global School and TWO Swedish municipalities</td>
<td>Christina Edman The Global School SE Anna Lindahl Bodens kommun, SE Eva Erixon Vålbergsskolan, SE</td>
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<tr>
<td><strong>C5</strong> Not being able to speak is not the same as not having anything to say - ACC, Alternative and Augmentative Communication</td>
<td>Jessica Eriksson Jenny Persson Sundsta-Alvkullegymnasiet, SE</td>
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</tr>
<tr>
<td><strong>C6</strong> Classroom Instruction That Works with English Language Learners - Cues and Questions</td>
<td>Jane D Hill Mid-continent Research for Education and Learning, Denver Colorado USA</td>
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</tr>
<tr>
<td><strong>C7</strong> Mini School of Rock &amp; Roll</td>
<td>Aleš Sila, Tomaz Urgl, Sonja Segar, Miha Nemanič Osnovna šola Vižmarje Brod, SI</td>
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## SATURDAY 3 OCTOBER

### Keynote Address

**09.00**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>09.00–10.00</td>
<td><strong>A Fact Based World View</strong></td>
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<td>Prof. Hans Rosling, Stockholm Sweden</td>
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### Coffee Break

**10.00**

### Parallel Sessions D

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 10.30–11.30| **D1** Innovation, a state of mind  
Peter Hoogenboom  
The Hague University, NL |
| 11.45–12.45| **D2** ESD in Teacher Education at Malmö University  
Karín Nilsson, Kerstin Sonesson  
Malmö University, SE |
| 11.30–12.30| **D3** Romeo & Juliet; Diversities’ Saving Grace?  
Raymond Hill  
University of Colorado, USA |
| 11.30–12.30| **D4** Eating Abroad Together (EAT) - How to fully integrate MFL in the primary curriculum across Europe  
Pam Tipping, Marie-France Noel  
Canterbury Christ Church University, England UK |
| 11.30–12.30| **D5** Virtual communities: a way to foster creativity, cooperation and communication in teaching and learning  
Luisa Carreira  
Associação de Professores de Sintra, PT |
| 11.30–12.30| **D6** When life isn’t well enough. A description of support team for teachers and students at an upper secondary school - a toolbox  
Annika Örtqvist, Jessica Erlingsson, Sundsta-Älvkulegymnasiet, SE |
| 11.30–12.30| **D7** PRIMALINGUA - We speak European  
Martina Stock, Language Institute Dialoge, DE |

### Break

**11.30**

### Parallel Sessions E

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<tr>
<th>Time</th>
<th>Session</th>
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| 11.45–12.45| **E1** Researching and modelling the sustainability of innovations  
Stefan Zehetmeier  
University of Klagenfurt, AT |
| 11.45–12.45| **E2** Introduce ESD into your curriculum:  
Anne Buhl Jørgensen, Kenneth Højland, Jørn Andreasen  
Egebjergskolen, DK |
| 11.45–12.45| **E3** Belonging to Europe as to a garden  
Aline Rutily, Monique Malique  
ASBL Paysage et patrimoine sans frontière, FR |
| 11.45–12.45| **E4** My own dictionary  
Froukje Bakker  
Hogeschool Edith Stein, NL |
| 11.45–12.45| **E5** Intergenerational connecting:  
Tanja Storc, Darja Rakovič  
Vrtec Zagorje ob Savi, SI |
| 11.45–12.45| **E6** The impact of e-learning on the self confidence, sense of worth and academic progress of students who are out of school  
Joan Amos, Paul LeFevre  
The Flexible Learning Service at East Sussex County Council, England UK |
| 11.45–12.45| **E7** Enquiring Minds: empowering young researchers  
Graham Handscomb  
Essex School Improvement, England UK |

### Lunch

**13.00**
### OVERVIEW OF CONFERENCE SESSIONS

#### SATURDAY 3 OCTOBER

**Parallel Sessions F**

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<th>Time</th>
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<tr>
<td>14:00–15:00</td>
<td>F1</td>
<td>The creative curriculum in a Primary context – a topic-based approach with emphasis on the use of music</td>
<td>Linda Benton, Gresham Primary School, England UK</td>
</tr>
<tr>
<td>14:30–15:30</td>
<td>F2</td>
<td>Reflection, cooperation, and democracy</td>
<td>Asta Lantz, Charlotte Tüxen Holmegaardskolen, DK</td>
</tr>
<tr>
<td>15:00–16:00</td>
<td>F3</td>
<td>Developing teachers’ intercultural awareness through online collaboration</td>
<td>Alan Britton University of Glasgow, Scotland UK</td>
</tr>
<tr>
<td>15:00–16:00</td>
<td>F4</td>
<td>Exploring ethical dilemmas around sustainability for initial teacher education students of Business and Religious Studies</td>
<td>Martin Fitzgerald Tipperary Institute, IE</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>F5</td>
<td>Developing Narrative Skills through a structured multisensory approach</td>
<td>Sarah Dickin, Elizabeth Freeman East Sussex Language and Learning Support Services, England UK</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>F6</td>
<td>Teachers as a web-based learning community</td>
<td>Zdenek Slejska Research Institute of Education in Prague, CZ</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>F7</td>
<td>Gender Education</td>
<td>Iréne Olsson, Elisabeth Björklund, Eva Rhöse Martinsson Karlstad University, SE</td>
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**Coffee Break**

**Parallel Sessions G**

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<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>15:00–16:00</td>
<td>G1</td>
<td>Can I be YOU for a single day? So WE can create something together</td>
<td>Marc Thiry, Anton de Vries, Herman Hoedemaker, Instituut Service Management (ISM), NL</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>G3</td>
<td>How to implement the international dimension in all schools in a local area</td>
<td>Abeline Berglov, Jytte Hildebrand SøR Kommune DK Dorte Olesen Stenlille skole, DK</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>G4</td>
<td>Enhancing Learning in New-Build Schools: A Case Study of Effective Practice</td>
<td>Francia Kinchington, Bill Goddard University of Greenwich, England UK</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>G5</td>
<td>Teaching Social Skills in Partnership with Parents</td>
<td>Katja Zalar Vrtic Šentvid, SI</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>G6</td>
<td>Schools in Network cooperation with industry</td>
<td>Ola Johannsson, Inger Thysell Karlstad-Hammarö Gymnasieförvaltning, SE</td>
</tr>
<tr>
<td>15:30–16:30</td>
<td>G7</td>
<td>Raising self-efficacy beliefs motivation of teachers and educators</td>
<td>Marjan Previdnik Zavod za Šolstvo, SI</td>
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**Closing Plenary Session**

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<tr>
<td>16:45–17:15</td>
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<td>Closing Plenary Session</td>
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PRESENTATION OF CONFERENCE SESSIONS

PLENARY SESSION
FRIDAY 2 OCTOBER
at 09.00 – 10.00

KEYNOTE SPEECH FOLLOWED BY A PLENARY DISCUSSION

ESD - The Contribution of All Educators
Prof. Charles Hopkins, Toronto Canada

Halfway through the UN Decade of Education for Sustainable Development the world held an assessment gathering in Bonn. We realize the world has learned a lot, has achieved a great deal and has made serious plans for the next five years. This presentation will visit some of the Bonn highlights and then open for a plenary discussion on the issues to be addressed in moving forward.

Prof. Charles Hopkins will introduce the session by a 15 minutes speech and put forward discussion topics, where after a plenary discussion will follow.

PARALLEL SESSIONS
FRIDAY 2 OCTOBER
at 10.30 – 11.30

A1 Creative Partnerships: A twenty first century creative learning programme
Presenters: Catherine Orbach, Creative Partnerships Hastings and East Sussex, England UK
Peter Thompson, Creative Partnerships Hastings and East Sussex, England UK
Lecture. Target audience: General.
The last 10 years has seen an increasing focus on creativity in learning in the UK. Creative Partnerships, a government funded programme set up in 2002 owes much to Sir Ken Robinson’s report of 1999 All Our Futures; Creative and Cultural Education. This identified the need for creative skills in the twenty first century work place. Creative Partnerships develops the creative skills of young people through partnerships between schools and creative professionals, working to transform teaching and learning across the whole curriculum. Seven years, the programme is now mainstream and creativity and innovation are increasingly high on government agendas and in curriculum reform.

A2 BITI (Being)
Presenters: Drago Pintarić, KUD Pozitiv – DIC, Slovenia
Katarina Rešek, KUD Pozitiv – DIC, Slovenia
Bojan Matjasic, KUD Pozitiv – DIC, Slovenia
Open session. Target audience: General, Secondary/Upper secondary.
BITI - DIC je svet / BEING - DIC is the world. The project is connected to the field of a sustainable way of living and responsible consumption and to the search for creative and innovative solutions for improving the quality of life and cohabitation in a particular community. The project is conducted within the educational institution DIC (Ivan Cankar Student’s Home), which represents a “laboratory” with 600 pupils and 100 students. The purpose of the project is to raise the social and environmental awareness of the young through concrete activities and experience. It is conducted in the form of research workshops (contemporary art filed) and individual events and actions. We expect that, through cooperation (and comparison) with other similar projects, the project’s results will extend beyond the home into the broader public space.

A3 Employing Paraprofessionals to Assist with Inclusion of Students with Disabilities
Presenters: Ann Morrison Clement, International Educational Consultant, Colorado, USA
Nancy French, Para Educator Training Services, Colorado, USA
Lecture. Target group: General.
The inclusion of students with disabilities is supported by paraprofessionals (teacher assistants) in many countries. This session draws on research and experience in various fields to show how to create systems that permit the use of paraprofessionals. The session will focus on how to provide for systematic supervision, training and certification. Models used for the inclusion of students with special needs in regular schools will be presented. It is the development of this profession, as a critical element for the Education for Sustainable Development, in the education of students with special needs.

A4 LärHut – The Global School and the national network of teacher educators for ESD in Sweden
Presenters: Kerstin Sonesson, Malmö University, Sweden
Karín Nilsson, Malmö University, Sweden
Hans Ljungqvist, the Global School in Sweden
Petronella Odhner, the International Programme Office for Education and Training, Sweden
Lecture. Target audience: Pre-school, primary school, secondary and upper secondary school.
How do schools adopt the liability for the curriculum planning? Which professional skills of the school staff are perceived as the most problematic? How to solve these problems? The presentation will introduce results of investigation focused on changes of approach to planning and designing the school curriculum. Furthermore experience and findings acquired in process of ESF projects carried out at Czech secondary schools will also be presented.

A5 Quality in our pre-school
Presenters: Tina Mercnik, Vrtec Hans Christian Andersen, Slovenia
Tamara Danieli, Vrtec Hans Christian Andersen, Slovenia
Workshop. Target audience: Pre-school and primary school.
With our contribution we would like to represent our innovative project ‘Quality in our preschool’. We have 3 project teams that are improving quality of pre-school work on different areas. Through presentation of our ‘Team for quality in pre-school groups’ and few workshops for participants we will practically show how we improved cooperation of group co-workers (the pre-school teacher and her assistant). Our team managed to create a list of important cooperation fields (expectations, communication with parents, role of pre-school teachers in group, work planning etc.) that help our co-workers to get on higher level of cooperation.

A6 Teachers’ thinking progression in the process of transition to planning their own school curriculum
Presenters: Jaroslav Falťyn, Research Institute of Education in Prague, the Czech Republic
Lecture. Target audience: Pre-school, primary school, secondary and upper secondary school.
How do schools adopt the liability for the curriculum planning? Which professional skills of the school staff are perceived as the most problematic? How to solve these problems? The presentation will introduce results of investigation focused on changes of approach to planning and designing the school curriculum. Furthermore experience and findings acquired in process of ESF projects carried out at Czech secondary schools will also be presented.

A7 Sustainable learning organisations
Presenters: Richard Krusell, Säffle Lärcenter, Sweden
Owe Johansson, Säffle Lärcenter, Sweden
Open session. Target audience: General.
By tradition learning and working are divided into two separate worlds, the school and the workplace. During the last years we have developed and implemented new methods for job training based on the every day work and challenges...
within the elderly care. The core is a new way looking upon learning and a cultural change within both the education and work systems. Seeing work and learning as an integrated whole. We call this to move from consumption of courses to learning organisations. The sustainability lays within continuous learning and development, economics and environmental aspects.

PARALLEL SESSIONS
FRIDAY 2 OCTOBER
at 11.45 – 12.45/13.15

B1 Creativity for teaching and teaching for creativity
Presenters: Susanne Müller-Using, University of Osnabrück, Germany
Gernheid Bachmann, University of Graz, Austria
Workshop. 90 minutes. Target audience: General
www.viseus.eu
In the frame of the European project “VISEUS - Virtually connected language workshops at European schools” we have developed a teacher-training concept which includes the module Creative Teaching. In this workshop we would like to present the main contents of this process. The topics are: Introduction to creativity by taking into account the most current research (e.g. Runco 2007, Sternberg 2007), Creative Teaching in creative environments (Urban-Modell 2004), creative teaching methods and instruments in language teaching settings. All this will be presented on the base of nearly two years of project experience in applying this approach in project schools.

B2 ‘Football Game’
Presenters: Anton de Vries, Instituut Service Management, the Netherlands
Herman Hoedemaker, Instituut Service Management, the Netherlands
Workshop. 90 minutes. Target group: General
You don’t have to be a football player or connoisseur to join this workshop. Football is in this context a transformation game, the sport is a metaphor for the organization in which you work. In front of you there is a green football-field, blocks and checkers. Questions are asked, such as: What position do you play in your work (satisfy)?, who is your captain, who is your public and what is the writing on their banners? What type of game are you playing with your team. Do you know the talents of your team, do you miss players, what can you improve? How do you want to be remembered if you changed to another club? etc. The workshop is build on the ‘hierarchy of choices’ (system thinking) and Multiple Intelligence.

B3 Ways to develop a democratic school governance and to empower staff and students
Presenters:
Marie-Odile Nouvelot, AgroSup Dijon, France
Elena Luppi, University of Bologna, Italy
Philippe Sahuc, ENFA, Toulouse, France
Sébastien Jakubowski, AgroSup Dijon, France
Open session. 90 minutes. Target audience: General, Secondary and upper secondary.
www.epic.educagri.fr/index.php?id=68&L=3
The Comenius EPIDORGE action research project (2004-07) has given evidences that staff and students can take part in the daily school management on some conditions. This empowering process can only be efficient and durable if the whole governance of the school evaluates in a democratic and learning perspective. We intend to discuss this topic in the Open session by presenting some results of EPIDORGE project about the students’ empowerment and the first results of the research and exchange of experiences currently developed in 12 vocational schools. (Marie-Odile Nouvelot)

Students’ empowerment is necessary for making the school a sustainable organisation. What kind of personal characteristics, competences and abilities does it implies? How can we develop it trough school education? How can we assess it? In the open session we would try to give answer to these questions. (Elena Luppi)

How the evolution towards new forms of governance questions the current styles of school management, to connect a logic of manager (school effectiveness) and a learning form of leadership (organisational and professional development). (Sébastien Jakubowski)

How the students involved in EPIDORGE project have reviewed and presented in a photo expo the different ways in which they have been involved in a process of organisational change. (Philippe Sahuc)

B4 School Refusal
Presenters:
Robert Douma, Jan Hindrik Loonstra
Gereformeerde Schoengroep and OCRN, the Netherlands
Workshop. 60 minutes. Target group: Secondary/upper secondary school
Robert Douma and Jan Hindrik Loonstra work together in a group of secondary schools (Gereformeerde Schoengroep; www.gsg.nl; www.ocrn.nl). This group of schools made a special structure for pupils and students with special needs. Robert and Jan Hindrik will illustrate the structure by telling about two students who refuse to go to school because of an irrational, persistent fear of going to school. Both boys (13 and 17 years old; pre-university school) want to be in close contact with their parent. The boys are very sensitive, do not know how to cope with their emotions and become physically ill at the thought of attending school. How do teachers and parents work together in handling this problem?

B5 Including elements of Reggio Emilia concept in Slovene curriculum for preschool education
Presenters:
Tatjana Devjak, University of Ljubljana
Sanja Berčnik, University of Ljubljana, Slovenia
Lecture. 60 minutes. Target audience: Pre-school and primary
When monitoring the achievements in preschool education around the world, it is impossible to overlook a contemporary concept, whose institution extends well in the year of 1963 and is today practiced in 22 kindergartens in Reggio Emilia (northern Italy). The concept became interesting after the year of 1983, when children from Reggio Emilia kindergartens introduced their products (pictures, drawings, statuettes, models, photographs, projects shown on panels...) on exhibition in Stockholm. They challenged the attention of professional, cultural and lay public because of exceptional display of children’s creativity and achievements. Concept Reggio Emilia derives from many different theories and leans mostly on involvement in cultural environment, diversify of children, development and use of all senses in cognitive development and quality interaction and communication. In this paper authors are focusing on three specific elements of Reggio Emilia concept (participation, cooperation with local community and project work) and their implementation in Slovene curriculum for preschool education.

B6 Classroom Instruction That Works with English Language Learners - Setting Language Objectives
Presenter:
Jane D Hill, Mid-continent Research for Education and Learning, Denver Colorado USA
Workshop. 90 minutes. Target audience: General, Secondary and upper secondary
Classroom Instruction That Works with English Language Learners views the nine categories of research-based instructional strategies first identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) through a filter of five stages of language acquisition. The result is applications that allow mainstream K-12 teachers to successfully engage ELLs. We will review the research, present the five stages of language acquisition, and show you how to adapt one strategy, Setting Objectives, for ELL students.

B7 Teaching pupils with another mother language
Presenter:
Ingela Nilsson, Uddevalla kommun, Sweden
Open session. 60 minutes. Target audience: Pre-school, primary and secondary school
The lecture describes the Swedish method of organising preparatory classes at primary and secondary school for the teaching of pupils that arrive as refugees or immigrants without any knowledge of Swedish. In the preparatory class intensive training of the Swedish language is carried out at the same time as the pupil takes the other school subjects in the mother language. The reason is to avoid a situation where the pupil loses previous knowledge gained in the home country. At the session the syllabus ‘mother language’ and ‘Swedish as second language’ will be commented as well as the model for assessment that forms the basis of giving marks. Already at pre-school the small children meet a mother language teacher who is a bridge to the Swedish language and to the Swedish pre-school culture. The notion behind this structure of teaching and learning is to increase integration, support inclusion and give the pupil the possibility to enter and continue regular schooling.

PARALLEL SESSIONS
FRIDAY 2 OCTOBER
at 14.15 – 15.45

C1 Teachers’ professional activities standard – the Czech way
Presenters:
Michaela Pišová, University of Pardubice
Klára Kostková, University of Pardubice, the Czech Republic
Workshop. Target audience: General
The pressure of the global processes links the education to be more and more autonemic and self responsible. Czech way of the educational reform is very liberal and open, but we need to have different kinds of standards. It is necessary for effective evaluation of the processes and results. one of them was create last year. Standardisation of the teachers’ professional activities. The aims, structure, content, tools, indicators and evaluation instruments will be presented. The audience will present own opinions with the teacher professional activities standard for the experiences exchange.

C2 Storyline - Human Rights in the Classroom
Presenters:
Inger Lindvall, the Global School Uddevalla
Karin Eckerdal, Nyköpings Gymnasium, Sweden
Workshop. Target audience: Pre-school, primary, secondary and upper secondary
The Declaration of Human Rights is of outmost significance around the world today, especially in a school environment. We can never take the rights for granted. How do we as teachers create a sustainable school where human rights are reflected upon? How can we equip the generation of tomorrow for a challenging future? This workshop presents how the method Storyline becomes an efficient tool in order to engage learners in a creative way. Inger Lindvall, teacher in primary school and teacher trainer and Karin Eckerdal, Eng./ R.E. teacher in upper secondary school, represent the organisation The Global School in Sweden.

C3 Face it
Presenters:
Henny Oude Maatman, Hogeschool Edith Stein, the Netherlands
Paul Stuit, Hogeschool Edith Stein, the Netherlands
Froukje Bakker, Hogeschool Edith Stein, the Netherlands
Workshop. Target audience: General, pre-school, primary school, higher education www.european-teachers.eu
Face it: Focus on Awareness of Culture and Education for international Teachers
We will present a model for European and international teachers, discuss the competences of the teachers with you after two parts of using the materials together about: cultural heritage and the family albums (Paul Stuit) and an education model for sustainable development (Henny Oude Maatman).

C4 – Global learning in a local context - Education for Sustainable Development in a changing world. Practical examples from The Global School and the Swedish municipalities of Karlstad and Boden
Presenters:
Christina Edman, the Global School
Anna Lindahl, Bodens kommun
Eva Erixon, Välberrgskollan, Sweden
Open session. Target audience: General, pre-school, primary, secondary and upper secondary, higher education
In the UN declaration produced at the summit meeting in Johannesburg 2002 it is emphasized that education is of decisive importance for sustainable development of society. Hence, all countries are to work to ensure that sustainable development permeates all levels of the educational system. In December 2003, the Swedish Parliament enacted Sweden’s Policy for Global Development (PGD), with the UN Millennium Development Goals (2000) as the point of departure.
But what does this mean in practice? How are global issues and a global agenda taken into the classrooms in Swedish preschools, primary schools and secondary schools? How can schools and preschools prepare youth and children for a future with an increasing globalisation? This seminar will picture how Sweden in general, and local schools and preschools in particular, have implemented ways of teaching global issues in their local classrooms. The Global School and teachers from two Swedish municipalities; Boden and Karlstad, will present their collaboration and concrete examples of how local schools and preschools have worked with a focus on global knowledge and global sustainable development - from economic and social as well as ecological points of view.

C5 Not being able to speak is not the same as not having anything to say - ACC, Alternative and Augmentative Communication
Presenters:
Jessica Eriksson, Sundsta-Älvkullegymnasiet
Jenny Persson, Sundsta-Älvkullegymnasiet, Sweden
Workshop. Target audience: General
This is a lecture containing knowledge about communication and AAC, Alternative and Augmentative Communication. Based on laws, statements and guidelines that exist we will present different types of AAC and evidens that support AAC. In our work, as communication coaches with a socio-cultural perspective, innovation and creativity are our watchwords as we constantly invent solutions for our students’ communication. Our job is to find out what kind of AAC that suits the student and makes him/her as independent as possible in their communication and in their lives. This lecture is a preparation for a workshop where you can try and experience different ways to communicate.

C6 Classroom Instruction That Works with English Language Learners - Cues and Questions
Presenter:
Jane D Hill, Mid-continent Research for Education and Learning, Denver Colorado USA
Workshop. Target audience: General, secondary and upper secondary
Classroom Instruction That Works with English Language Learners views the nine categories of research-based instructional strategies first identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) through a filter of five stages of language acquisition. The result is applications that allow mainstream K-12 teachers to successfully engage ELLs. We will review the research, present the five stages of language acquisition, and show you how to adapt one strategy, Cues and Questions, for ELL students.

C7 Mini School of Rock & Roll
Presenters:
Ales Sila, Osnovna šola Vižmarje Brod
Tomaž Urgl, Osnovna šola Vižmarje Brod
Sonja Šega, Osnovna šola Vižmarje Brod
Miha Nemenič, Osnovna šola Vižmarje Brod, Slovenia
Lecture. 60 minutes. Target audience: Pre-school and primary school.
For three years now the elementary school Vižmarje Brod has been carrying on the project called ‘mini school of rock & roll’. It started as simply teaching only the classical guitar, but later it expanded into teaching other instruments as well, such as the electric guitar, the electric bass guitar and the drums – all the instruments needed for performing rock & roll. There are 25 pupils at the age of 10 to 13 currently attending
this mini school and forming two pop-groups. The groups show their talent at the annual Christmas concert, and they organise two concerts during the school year where they show what they have learnt so far. In May 2008 they also recorded and produced the first album in their own recording studio. The school video section is going to shoot video spots to the music. The project is also a part of the cross-curricular linking of subjects with subjects such as Music, English, Slovene, Art, and others. What are the pupil’s advantages of joining such a project? The session will reveal the answers.

PLENARY SESSION
KEYNOTE ADDRESS
SATURDAY 3 OCTOBER
at 09.00 – 10.00
A fact based world view
Prof. Hans Rosling, Stockholm, Sweden

PARALLEL SESSIONS
SATURDAY 3 OCTOBER
at 10.30 – 11.30
D1 Innovation, a state of mind
Presenter:
Peter Hoogenboom, the Hague University, the Netherlands
Lecture. Target audience: Pre-school and primary school, higher education
In perspective of the demand of a “new type” of teacher, the Hague University has started a project for its fourth year students. Key words in this project are: research and innovation. One of the greatest challenges for teachers is keeping pace with developments in society. Facing these rapid changes teachers have to learn new skills. During the first semester of the year, every fourth year student participates in a project. During this presentation, you will be informed about the organization and the content of this project. We will inform you about the revenues of the proces for both the student and the institution.

D2 ESD in Teacher Education at Malmö University
Presenters:
Karin Nilsson, Malmö University, Sweden
Kerstin Sonesson, Malmö University, Sweden
Workshop. Target audience: Higher education
We will introduce you to some examples on how we are working on ESD in a variety of main subjects at the Teacher Education, Malmö University. We will invite you to active participation in discussions on circulation of material, how energy flows in the ecosystem and how to connect natural science and learning for sustainable development. How can we challenge our students in their thoughts, interest and action competence? As the democratic aspect is very central in ESD, we will also focus on and discuss the democratic dimension of ESD.

D3 Romeo & Juliet; Diversities’ Saving Grace?
Presenter:
Raymond Hill, University of Colorado, USA
Lecture. Target audience: General
If there’s a characteristic the human species seems to share amongst the diverse persons in the world, it’s the fact that we have trouble getting along with one another. In fact, it appears we go out of our way to exploit “differences” and fear monger around those. This presentation will talk about aspects of our lives such as language, concousness, biology, organizations and governments that create and reinforce the idea of diversity-as-problem. Romeo and Juliet paid a heavy price for teaching tolerance.

D4 Eating Abroad Together (EAT) - How to fully integrate MFL in the primary curriculum across Europe
Presenters:
Pam Tipping, Marie-France Noel, Canterbury Christ Church University, England UK
Lecture. Target audience: Pre-school and primary school
www.eatingabroadtogether.eu/eat/en/welcome
This MFL pilot-scheme is delivered in primary schools, across six European countries. Pupils and teachers research and exchange healthy eating tips, recipes, local customs etc. Children illustrate and record words to help with pronunciation. They learn language(s) through “doing”, in an interactive, relevant and fun way. The user-friendly multilingual website offers a multilingual database (words, phrases and information) and participants can communicate securely. Pupils and teachers participate in the development of this website. It includes a “recipe-maker”. Recipes lead to stories, sayings, festivals and cultural pages from other countries. EAT integrates science and ICT and involves other subjects (literacy, history...).

D5 Virtual communities: a way to foster creativity, cooperation and communication in teaching and learning
Presenter:
Luisa Carreira, Associação de Professores de Sintra, Portugal
Lecture. 60 minutes. Target audience: Secondary/upper secondary
This paper aims to present an ongoing experience with a class of 12-14 years old students of Foreign Language. The work developed is exploring the software Ning, used to create a specific network. This experience wants to explore the potentialities of the web 2.0 as a way to develop creativity, cooperation and communication in the learning process of a foreign language.

The main purpose is to engage students in individual/collective production processes as a means to value identity in a diverse, global and open world.

D6 When life isn’t well enough. A description of support team for teachers and students at an upper secondary school - a toolbox
Presenters:
Annika Örtqvist, Sundsta-Alvkullegymnasiet, Jessica Erlingsson, Sundsta-Alvkullegymnasiet, Sweden
Workshop. Target audience: Secondary and upper secondary
Student health teams, with broad competence, are created to promote the student’s abilities for learning. This means among other things to remove obstacles that work against the students’ learning and development and to create an environment at school that promotes learning for students. All students need support shorter or longer time in school for their development and learning and they are entitled to the support they need in school in order to support their ability to maximum development of knowledge. The need for support can be temporary and momentary. We aim at an early discovery of difficulties, and work to promote achievements.

D7 Primalingua - We speak European
Presenter:
Martina Stock, Language Institute Dialogue, Germany
Open session. Target audience: Pre-school and Primary school
A web-based learning platform enables primary school children from 60 schools all over Europe to work on multimedia-based, interactive learning units. They create multimedia-based portraits of themselves, their school and their environment – and exchange views with other Primalingua pupils throughout Europe.

PARALLEL SESSIONS
SATURDAY 3 OCTOBER
at 11.45 – 12.45
E1 Researching and modelling the sustainability of innovations
Presenter:
Stefan Zehetmeier, University of Klagenfurt, Austria
Lecture. Target audience: General
This contribution focuses on the sustainability of innovations. In particular, the presentation proposes a model covering the sustainable impact of teacher professional development programmes. This model includes knowledge, beliefs, and practice as core levels of impact. Moreover, an overview concerning factors fostering the impact of professional development is presented. A case study about the sustainable impact of an Austrian professional development
programme is illustrating this model. In sum, this contribution claims for widening the scope from evaluations of short-term effects to analyses of sustainable impact.

E2 Introduce ESD into your curriculum
Presenters:
Anne Buhl Jørgensen, Egebjergskolen, Denmark
Kenneth Højland, Egebjergskolen, Denmark
Jørn Andreasen, Egebjergskolen, Denmark
Workshop. Target audience: General
We want to introduce Education for sustainable development into the curriculum of our organisation but how do we get started? In this workshop we want to present a method to approach innovation of new delopment fields. Our jump-off point will be the sum of ESD, but this systematic tool could be useful in many other ways. The participants of our workshop in Vienna "When learners evaluate themselves" will recognize the method in a new disguise and are very welcome to join this workshop with ideas and perhaps experiences from using it.

E3 Belonging to Europe as to a garden
Presenters:
Aline Rutily, ASBL Paysage et patrimoine sans frontière, France
Monique Maligue, ASBL Paysage et patrimoine sans frontière, France
Open session. Target audience: General
www.paysage-patrimoine.eu
How to preserve the differences, and to build a sense of belonging to Europe? The garden is proposed as a multicultural crossroads input crossing European and non-European, especially Eastern and Western heritage of Mediterranean culture. Can the garden help to provide a basic intercultural communication between countries? How to motivate learners? The proposed solutions are based on creativity and innovation: cross approaches, enhancement of the artistic focus, development of tools for research, exchange, intercultural dialogue.

E4 My own dictionary
Presenter:
Froukje Bakker, Hogeschool Edith Stein, the Netherlands
Workshop. Target audience: General, pre-school and primary, higher education
During the past year a digital dictionary for children has been developed and introduced in the context of the European project Visueus (Virtuell vernetzte Sprachwerkstätten an europäischen Schulen: www.visueus.eu). The Dutch national centre for language education, situated at the Radboud University at Nijmegen, developed and constructed the dictionary, following the latest research and evidence regarding language education and new literacy. The tryout has been done in primary schools and in the teacher training College of Edith Stein in Hengelo. This digital dictionary for children aims children constructing their own dictionary by writing down their own chosen words, adding a definition, drawings, pictures, movies, podcasts, and simulations. They can give the translation of their word in all languages they like, choosing from a list of languages. The word can be added with sound by the children themselves. In sentences they use the word, demonstrating its meaning in a context. They also mention related words, functioning as a concept map. Other children can comment on all the aspects of the word entry easily. By doing so children are engaged in meaningful vocabulary construction, in thinking about logical relationships. At the same time they get in touch with other languages and the cultures behind it. The systematic introduction to foreign languages offers rich opportunities for authentic vocabulary construction. The dictionary can be used by all ages, in all content areas and in all type of schools or outside school settings. The dictionary has been translated in the languages of the participating countries (Germany, Austria, Hungary, Finland, Italy, Netherlands). It is also available in English and Turkish. When other countries are willing to participate a translation can be made easily.

E5 Intergenerational connecting
Presenters:
Tanja Starc, Vrtec Zagorje ob Savi, Slovenia
Darja Rakovic, Vrtec Zagorje ob Savi, Slovenia
Lecture. Target audience: Pre-school and primary school
The Kindergarten Zagorje ob Savi has been cooperating with the Elderly home citizens Izlake for more than twenty years. We are interested in establishing and maintaining contacts and enhancing the mutual relationship. In spite of many differences, we do have many things in common. One the one hand, children learn from older people and admire their knowledge and skills, on the other hand the older people are pleased by children’s spontaneity, which brings back memories of their youth and childhood. Children grow up, the residents of the house come and go, the staff of the kindergarten and home care, however, to continue with the good relationship and experiences.

E6 The impact of e-learning on the self-confidence, sense of worth and academic progress of students who are out of school
Presenters:
Joan Amos, The Flexible Learning Service at East Sussex County Council, England UK
Paul LeFevre, The Flexible Learning Service at East Sussex County Council, England UK
Lecture. Target audience: Secondary and upper secondary
E-learning (real time virtual lessons) is used in East Sussex as a means of education for young people unable to attend school for a variety of reasons: eg through ill health, permanently excluded, at risk of permanent exclusion and subjects of bullying. In addition to this it is used for young people who may need some ‘timeout’ from the classroom (ASD students) or need top-up in their education (LAC, school age mothers). There are a variety of ways that the young people and their families can provide feedback on the education they receive - visits from service TAs to set them up and support them technically, through follow-up phone calls to ensure all is going well, to their teacher in the live on-line lessons, through questionnaires completed when the sessions end or at regular periods of time eg end of academic year and through Pupil Voice questionnaires/structured interviews. Experience has shown that the good results achieved academically through this means of delivery are reliant on regular contact through the methods above and support. Students talking about their experience will be shown on dvd during the presentation.

E7 Enquiring Minds: empowering young researchers
Presenter:
Graham Handscomb, Essex School Improvement, England UK
Workshop. Target audience: General
How can we empower young people as enquirers? This workshop focuses on the development of young researchers (children and young people) and the important contribution this has to make to school self-evaluation and improvement, including sustainable development. It describes the research and development process through which Active Enquiring Minds, a resource to equip young researchers and the adults who support them, was developed. This includes an emphasis on the crucial role of practitioner research and the potential of networks to drive the development of communities of enquiry. The paper concludes by considering the challenges posed by young researchers to the process of school self-evaluation and sustainable development. This includes issues relating to the development of authentic pupil voice and the relationship between the contribution of young researchers and teacher research practitioners.

PARALLEL SESSIONS
SATURDAY 3 OCTOBER
at 14.00 – 15.00

F1 The creative curriculum in a Primary context – a topic-based approach with emphasis on the use of music
Presenter:
Linda Benton, Gresham Primary School, England UK
Workshop. Target audience: Pre-school and primary school
Subject teaching at Gresham Primary School is based around creative and innovative topics from which as much learning as possible will be extracted. We teach in an integrated way and address the needs of the curricula for different subjects by combining learning where possible. Children learn best through drama, research and
independent learning and we encourage these. We also teach music using a variety of creative approaches, such as the use of whole-class lessons for violin, cello and recorder. Alongside this we teach lessons using hand-bells and the workshop at the conference will give attendees the opportunity to try these instruments. It will be fun and you may decide that you can incorporate this into your own curriculum. Music can be taught using these instruments from a very young age.

F3 Developing, cooperation, and democracy
Presenters: Asta Lantz, Holmegaardskolen, Denmark Charlotte Tuxen, Holmegaardskolen, Denmark
Lecture. Target audience: General
How can our teaching of literature be organized to facilitate the joy of reading; to enable students to take advantage of the innate potential ‘Bildung’ in literature and maintain their desire for continuous learning and reading; and how can class-room interaction and organization promote the development of the potential democratic ‘Bildung’. In the interpreting community students not only learn important content but also necessary cognitive, critical and social strategies. Literary experience includes the exploration of meanings, interpretations and perspectives as well as maintaining openness to future possibilities. One of the most meaningful ways to do this is through our collective narrative completion of the story

F4 Exploring ethical dilemmas around sustainability for initial teacher education students of Business and Religious Studies
Presenter: Martin Fitzgerald, Tipperary Institute, Ireland
Lecture. Target audience: Secondary and upper secondary, higher education
The purpose of this research is investigate some of the ethical dilemmas created intrinsically within this programme because of the disciplines involved and as a result enable students to explore and discuss the ethical concerns that may arise with the teaching of Business and Religious Studies at second level. This project will engage in a dialogue through a seminar that will explore these ethical dilemmas explicitly and subsequently identifying ways to address these issues within the learning and teaching framework of the programme.

F5 Developing Narrative Skills through a structured multisensory approach
Workshop. Target audience: Pre-school and primary school
Using a structured, interactive approach to story telling we can develop children’s narrative competence and enjoyment, whilst focussing on the importance of speaking and listening skills. This workshop will demonstrate how to use visual resources from ‘Narrative Therapy’ by Becky Shanks. The materials support children’s understanding of the individual components required for retelling and generating their own ideas for stories. The structure has a variety of applications; it can be used within the classroom context, or as a specific intervention for small groups to teach and reinforce essential skills.

F6 Teachers as a web-based learning community
Presenter: Zdenek Slejska, Research Institute of Education in Prague, the Czech Republic
Workshop. Target audience: Pre-school and primary, secondary and upper secondary
Is it feasible that teachers utilize methodic web-based support systematically? Do they consider such method of training as convenient? We succeeded in building up an internet methodic portal which has a status of national learning resource repository and which is used by teachers on a large scale. The national portal is built on the principle of Web 2.0 which encouraged the rise of professional community of teachers able to share methods and experience. The national portal contains also subject methodologies, digital portfolios, digital learning resources, blogs etc. We will introduce what has come right in context, or as a specific intervention for small groups to teach and reinforce essential skills.

F7 Gender education
Presenters: Irène Olsson, Elisabeth Björklund, Eva Röhse Martinsson, Karlstad University, Sweden
Lecture. Target audience: Higher education
Gender in our profession is about teacher’s awareness and attitude - to constantly be aware of questions of gender and sex and our own role as a model. What we say, how we listen and what we do, affects pupil’s image of how they should be. We become a person in the meeting with others. Therefore it is important to be aware of our own norms and values and understand that they affect our teaching and the pupils.

PARALLEL SESSIONS
SATURDAY 3 OCTOBER
at 15:30 – 16:30

G1 Can I be YOU for a single day? So WE can create something together
Presenters: Marc Thiry, Anton de Vries, Herman Hoedemaker, Instituut Service Management (ISM), the Netherlands
Lecture. Target audience: General, secondary and upper secondary
Do we know each others culture? Can we develop a new culture together? Yes we can, by using our imagination and different types of media and technology. Institute Service Management (Stenden University) member of the Learning Teacher Network has developed a simple but strong concept in which students in the age range of 12-18 can:
- Get into contact with each other through visualisation
- To create something new and innovations together
- And make digital presentations on a variety of subjects

G2 Towards successful practice of ESD
Presenters: Christer Törstensson, the Global School Sweden Christine Olanya, the Victoria Montessori Entebbe Uganda Daniel Ndagg, Entebbe Municipal Council Olive Ayebale, Entebbe Municipal Council Uganda
Lecture. Target audience: Pre-school and primary, secondary and upper secondary
Bringing together groups of Swedish and Ugandan students of schools for a forum to discuss and learn more about the significance of using ESD in the classroom, proved a very interesting and successful project. The group met twice in Uganda and once in Sweden. They visited each other schools, listened to lectures, used story-
line and simulations, discussed and argued. The result was a broader and deeper understanding of ESD, understanding new approaches towards student democracy, integration of disciplines, and much more. The presentation will elaborate on the project methodology and its results.

**G3 How to implement the international dimension in all schools in a local area**
**Presenters:**
Abelone Bergløv, Sorø Kommune Denmark
Jytte Hildebrand, Sorø Kommune Denmark
Dorte Olesen, Stenlille skole, Denmark

Open session. Target audience: Pre-school and primary, secondary and upper secondary

The Danish school law orders implementation of the international dimension in all subjects. 3 Teachers with international competences - pointed out by the municipality of Sorø - form "The Global Network". This network works in the period 2007-10 with this implementation of the international dimension in all 9 schools. The work is organised as follows:
- Year 1: making visions
- Year 2: make the visions operative and possible to work with at all school levels
- Year 3: to implement the 2 years' work in the curriculum of schools

Sorø is located 75 km from Copenhagen. The town has 30,000 inhabitants and 9 schools.

**G4 Enhancing Learning in New-Build Schools: A Case Study of Effective Practice**
**Presenters:**
Francis Kinchington, Bill Goddard, University of Greenwich, England UK

Lecture. Target audience: Secondary and upper secondary, higher education

New-build schools have been built in the UK in the last three years. These schools are designed by architects envisioning Schools of the Future and flexible learning environments. Although they have received praise from students, parents, and local authorities, they pose particular challenges for teachers trying to manage effective learning. One key dimension is the teaching of very large classes (up to 90 pupils) within a teaching period. This case study examines the experiences of both teachers teaching and students learning in this environment, trying to manage the personalised learning agenda, high expectations of success in their personal drawing progress and flexible learning environments. Although the care for the elderly and handicapped, national cooperation has been established in order to increase attraction, create more resources and increase quality in education. Collaboration takes place on all levels: nationally – regionally – locally. In Karlstad we cooperate in both technology and the care for the elderly and handicapped. A number of criteria have been designed and shall be meet for participation in the network. During the session this model of cooperation will be presented, including a description of the criteria applied.

**G5 Teaching Social Skills in Partnership with Parents**
**Presenter:**
Katja Zalar, Vtrec Šentvid, Slovenia

Workshop. Target audience: Pre-school and primary school

Children base their views of themselves and the world on their daily experiences, interaction and communication. So we should base our communication with a child on positive orientation. The essential element of this workshop is the belief that the responsibility for a child’s education should be shared between the parents and kindergarten or school. If we want this model to be successful, a reconciliation of viewpoints between the parents and the kindergarten (school) is necessary. This workshop will explore different educational styles, and methods of communicating with parents. It will also reveal different messages we send to children and the real meaning of the messages for a child.

**G6 Schools In Network Cooperation With Industry**
**Presenters:**
Ola Johansson, Inger Thysell, Karlstad-Hammars Gymnasieförfvaltning, Sweden

Workshop. Target audience: Secondary and upper secondary

Presentation of an example how to cooperate with the industry. In technology, but also in the care for the elderly and handicapped, national cooperation has been established in order to increase attraction, create more resources and increase quality in education. Collaboration takes place on all levels: nationally – regionally – locally. In Karlstad we cooperate in both technology and the care for the elderly and handicapped. A number of criteria have been designed and shall be meet for participation in the network. During the session this model of cooperation will be presented, including a description of the criteria applied.

**G7 Raising self-efficacy beliefs motivation of teachers and educators**
**Presenter:**
Marjan Previdnik, Zavod za Šolstvo, Slovenia

Workshop. Target audience: General

The drawing workshop with ten short sketching tasks aimed at raising the self-efficacy beliefs motivation of participants. After the workshop the participants will evaluate their drawings. The criteria will be: personal progress of each participant in drawing after the workshop, a feeling of success and their motivation for further creative and innovative teaching and for creative and innovative personal, social and business activities. This drawing workshop proved to be successful for what it claims - to give to an individual a sense of success in their personal drawing progress and to improve their motivation.

**POSTER PRESENTATIONS**

**P1 A Blind Child in Kindergarten — A Challenge in Teaching Adults and Children**
**Nuša Lasić, Vtrec Galjevica, Slovenia**

Poster presentation. Target audience: Pre-school and primary school

The contribution presents a two-year project conducted at the Galjevica Kindergarten in the period from 2006 to 2008, entitled ‘A Blind Child in Kindergarten — A Challenge in Teaching Adults and Children’. The project was entered in a public competition organized by the National Education Institute of Slovenia on the topic of the professional development of teaching experts and professionals. The contribution primarily discusses the methods of teaching adults how to work with blind children. In addition to seminars, teaching professionals are also trained in small and large teams, where they not only acquire specific skills and experience in working with blind children, but also in mutual cooperation and the creation of a trusting environment. The team provides opportunities for experiential learning. Each team is guided according to the principles of supervision. Work in such teams is focused on examining one’s own actions and their consequences, values, and views about being different, and on changing these in the course of the process. Some achievements of our joint endeavours are presented.

**P2 Creativity for Teaching and Teaching for Creativity**
**Susanne Müller-Using, Gerhild Bachmann, Ingrid Kunze, the European VISEUS Project**

Poster presentation. Target audience: General

In the frame of the European project “VISEUS - Virtually connected language workshops at European schools” (http://www.viseus.eu) we have developed a teacher training concept which includes the module Creative Teaching. In this workshop we would like to present the main contents of this reflexive teaching approach in theory and practice illustrated by a lot of examples. Main topics are: Introduction into Creativity by taking into account the most current research (e.g. Runco 2007, Sternberg 2007), Creative teaching in creative environments (Urban-Moldell 2004), creative teaching methods and instruments in language teaching settings. All this will be presented on the basis of nearly two years of practical project experience of applying this approach in project schools.

**P3 Eco Pre-school as a Lifestyle**
**Helena Pugelj, Vtrec Sentvid, Slovenia**

Poster presentation. Target audience: Pre-school and primary school

Eco School is a project of the European association and a part of the EU striving for environmental education. The project encourages us to have a positive attitude towards ourselves (mutual relationships, exercise and nutrition), the nature and animals. At the same time it encourages the right attitude towards the environment we live in (garbage sorting, energy saving). While exploring, we test ourselves, find out about the actual problems in our neighbourhood, and try to find solutions to erode them. Simultaneously, we make parents and all the others around us conscious of how to correctly behave in our environment.
Working language
The working language of the conference will be English.

Conference website and contact address
Full conference information is available on the conference website www.ljubljana09.eu. Information regarding the conference is also posted on the network website www.learningteacher.org. The Ljubljana Conference Bureau may be contacted on e-mail address conference@ljubljana09.eu. For inquiries on local matters: e-mail address local@ljubljana09.eu

Registration procedures
Registration is made electronically (on-line) on the conference website www.ljubljana09.eu or by submitting the Conference Registration Form by fax, e-mail or regular post. The addresses are found on the registration form.

Accommodation
The conference bureau will make the booking of hotel accommodation for you to our negotiated and discounted hotel room prices. On the registration form you choose requested price level, single or double room, or no accommodation. The conference hotels are 3 and four star hotels very close to the conference venue. If not more or less nights have been asked for, we book accommodation for you for three nights, from Thursday evening October 1st until Sunday October 4th 2009. Breakfast is included. If you would like to reserve more nights, please contact the conference bureau. For more information, please see the conference website.

Schools that register five participants from the same school will only pay the conference fee for four (in other words, one for free). Please note that this does not apply for networks, associations, higher education, and public authorities, etceteras.

Early registration before June 1 offers a reduced conference fee. We recommend payment in connection with the registration to ensure participation.

Registration for the conference is formally confirmed at payment, which should be made in reasonable connection in time to the registration. Payment will be acknowledged. A cancellation fee applies to the sum of ten percent after July 1 and in full after September 1 2009.

Choice of sessions
The choices of sessions, in which to participate, are made directly on the registration form and submitted in connection to your conference registration. If nothing else will be declared, the number of participants at each session is limited to 40.

Logistics and tourist matters
Information on logistics and tourist matters is provided on the conference and hotel websites. The official Ljubljana tourist website is: www.visitljubljana.si
CONFERENCE REGISTRATION
Creative Learning for a Sustainable World

PERSONAL DETAILS

Name: 
Country: 
Institution: 
Post code: 
Address: 
City: 
E-mail address: 

HEREBY I REGISTER FOR THE LJUBLJANA CONFERENCE AS FOLLOWS

• Conference fee, early registration before June 1st 2009 [ ] 420 €
• Conference fee [ ] 440 € [ ] 400 € Members
• Day Rate, per day excl. dinner [ ] 120 € [ ] 100 € Members

Day rate: If evening dinner is requested, please contact the conference bureau.

The full conference fee includes full board (welcome dinner on Thursday; reception on Friday; conference banquet on Saturday; lunches on Friday and Saturday; all coffees; welcome and farewell reception), all materials and certificate.

Price Business Price Level A Price Level B

• Accommodation, 3 nights single room [ ] 360 € [ ] 270 € [ ] 195 €
• Accommodation, 3 nights, shared double room, per person [ ] 210 € [ ] 165 € [ ] 120 €

Accommodation is for three nights, from Thursday 1 October until Sunday 4 October 2009.

If requesting more or fewer nights, please note: 

CHOICE OF SESSIONS – PLEASE INDICATE ONE CHOICE PER PARALLEL SESSION BY TICKING X FOR THE SESSION CHOSEN

Parallel Sessions Friday 10h30 A1 A2 A3 A4 A5 A6 A7
Parallel Sessions Friday 11h45 B1 B2 B3 B4 B5 B6 B7
Parallel Sessions Friday 14h00 C1 C2 C3 C4 C5 C6 C7
Parallel Sessions Saturday 10h30 D1 D2 D3 D4 D5 D6 D7
Parallel Sessions Saturday 11h45 E1 E2 E3 E4 E5 E6 E7
Parallel Sessions Saturday 14h00 F1 F2 F3 F4 F5 F6 F7
Parallel Sessions Saturday 15h30 G1 G2 G3 G4 G5 G6 G7

PLEASE TRANSFER THE FULL AMOUNT (CONFERENCE FEE + ACCOMMODATION) TO:
Account holder: The Learning Teacher Network, Tegnersg 1D, SE-65218 Karlstad, Sweden
Bank: SWEDBANK, Box 4126, SE-65004 Karlstad, Sweden Account number: 8156-2 197 672 461-1 Swedish Bank Giro: 5754-1260
BIC/SWIFT code: SWEDSESS IBAN number: SE57 8000 0815 6213 7672 4611 with reference ‘Ljubljana09’ plus the name of the participant/s.
The Conference Venue
Grand Hotel Union, Ljubljana, Slovenia

The conference will be held in a high quality environment at the Grand Hotel Union **** in Ljubljana, the capital of Slovenia. The venue is located in the very centre and heart of Ljubljana, at the Prešeren Square.
Information about the conference venue:
www.gh-union.si

The Learning Teacher Network
A European Educational Association

THE LEARNING TEACHER NETWORK™ CONFERENCE BUREAU
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Network website
www.learningteacher.eu

Conference website
www.ljubljana09.eu

During 2003-2006 the project was funded with support from the European Commission. From 2006 the network is an independent international and non-profit association. This conference reflects the views only of the network, and the Commission cannot be held responsible for any use which may be made of the information contained therein.