

EU-Mail – European Mixed-Ability Individualised Learning

Learning Café

Mülheim 16.01.06 till 21.01.06

<p>Question 1 What will I take with me from this course back home?</p>	
<ul style="list-style-type: none"> • To always set up the goals for the subject before I start with a new moment/topic. And to let the pupils read it and think about what they already know • Always remember to encourage them and every step is as step forward. Everyone is doing his/her best you have to find out what his/her good skill is. • Think more about the pupils as individuals rather than just one big group – or a sea of faces. • Get the pupils more involved in their own learning an not always feeling them what to do and what they need to do • I've also gained about ½ a stone thanks to all the food and deserts! And think I might start a coffee and cake ... • I can't add anything new now; everything said above is exactly what I think. 	
<ul style="list-style-type: none"> • I will bring home some of the British ideas, such as: (revitalising my old knowledge's) Blooms • I've learnt a lot from the other people there! → • I believe I need to consider self-assessment techniques used in other countries • Sharing good practice has been an important aspect of this week. I am also pleased that my ideas have been appreciated by other people. • Sharing, taking, is something which is so important!! Your colleagues give you so many ideas and thoughts. I need to start "taking times" with my colleagues back home too 	<p>Always the best thing in conferences</p>
<ul style="list-style-type: none"> • New methods of assessing, new ways of asking questions, new e-mail addresses, new ways of getting an overview in my class (trafficlighs), the feeling that being a teacher isn't that bad → • Although there are many differences between education in the different countries there are also a lot of "good to know" similaririties. • New way of trying to make sure that all pupils benefit from assessment i.e. structuring test etc so that everyone in the class get the chance to be no. 1. • I have learnt lots of new English words and lots of new methods and new some days to get it all get so I can use it, and have it confirmed 	<p>Good!</p> <p>Good!</p>
<ul style="list-style-type: none"> • „No hand up“ • Sometimes use other kinds of measuring the assessments. But I also think that to ask for the question (with hand up) also could be the best way in some occasions • I fully agree, but the no hands rule was a good idea. I think I 	

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<p>am going to look closer into Bloom taxonomy.</p> <ul style="list-style-type: none"> • Some of us has agreed to keep in connections and to continue to exchange ideas and support one another • I too have to think about the bloom's taxonomy more seriously in my daily work I often don't have the focus on the various levels 	
<ul style="list-style-type: none"> • IDP-Ideas which are applicable to introduce in my school • Ideas about the process of an ethos which „Saturate“ the whole school practice. Vision! • Ideas about how to make self-assessment, and how to make questions to pupils in different levels • I have learnt a lot of new English words!!! • I want to have more professional exchange with teachers from other European countries – because it's interesting to get a new look to the teachers daily work – it's like you would see your own work from outside • Discussion about the school ethos I found to be essential 	
<ul style="list-style-type: none"> • The course have reinforced some of the practical teaching strategies that I am aware of, but have not used recently in my teaching. For example, using the mini white boards. I have learnt a lot from the other people • The white boards were a very good idea. The same goes for many of the ideas concerning individualisation in whole groups. I specially liked the use of Blooms taxonomy. • Off course, a lot of good memories. Miss you all • It's always important at courses/seminars that the time table will give space for conversation among participants on topics that may be a bit off the main topic/ topics of the course/seminar. • Cands/ white boards are good. I will try to use them myself. As well as Bloom's question structure. Agree, more time for walks in international groups in the forest/park • Bloom's talks/walks motos i framtiken (utkyte skolor) Fre...gh Norden ?? 	
<ul style="list-style-type: none"> • Some methods of individualised learning – Reinstated why I became a teacher and what it is really all about • Meeting great people • Although there are many differences → • Memories of interesting discussions with colleagues • I think I need to be more structured in the planning of lessons, and the way I present them. • I also was reminded why I wanted to be a teacher → • Feeling that you need a favourable context of applying methods of (IL) – which is not the case (in my?) country/ school (impressed by the films on teaching in the skandinavian countries) • It seems that EU-MAIL will have some trickle down effects!! • <i>From reading these comments it seems that the conference</i> 	<p>Yes, and...? You've discovered that there are also many similarities...?</p> <p>Good!</p>

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<i>has boosted confidence and self esteem of participants which make it very worthwhile</i>	
<ul style="list-style-type: none"> • Memories of very good company with great colleagues – a wonderful social evening • Good ideas to help student learning • Lots of interesting information about colleagues working conditions in different countries • All week ☺ !! – good ideas for future work in I.L. classes/ students group. • You can read a lot, but the experience of sharing ideas with <u>real</u> Norwegians, Finns, <u>Swedes</u>, British people and Germans was different. To me it is much more concrete now what is meant by individualised learning. All the colleagues were <u>authentic</u>, great! • Yes, aren't we good.☺ Real teachers that actually teach together with the wiz-guys dreaming up new ways 	
<ul style="list-style-type: none"> • I have written some ideas on organising tasks that my students will given – mainly on questioning skills; i.e. describing, comparing, analysing • To organise tasks that the German teachers did does have a lot of ideas, but we don't have the focus on the goal/ goole, we should do this continuously in contact with the students and the parents • The five countries differ a lot when it comes to the involvement of parents. Why and how should/can the parents be more involved in the school work of their child. It's important to stress the trinity <u>teacher-student-parent</u>. • The parents should be more involved for the simple fact that they can be motivators and supporters of their children's schooling/ learning. How? I Think we need to put more pressure on the parents to make them get involved. 	
<ul style="list-style-type: none"> • I want to prepare the „Elternsprechtag“ in a way the Scandinavian schools do it • The German teachers should be more self-confident • I want to visit the Scandinavian-countries- because I've never been there • I will go to the publishers to say them that that they had to concept new learning books • You are welcome to Sweden → • I believe school visits are very effective. It should be included • School visits for a couple of days on each school would show a lot more than we can tell/describe to each other. I can then feel the atmosphere and get to know the ethos and compare it with what I'am used to • I've got lots of new friends here in Wolfsburg and I would liketo invite you an to Sweden and I bet you'll have a lovely time. Exchanging teachers between our countries is a way of widening the EU-MAIL idea.. 	Thank you
<ul style="list-style-type: none"> • Remember, never underestimate your pupils!ability always – 	Too true!

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<p>try to encourage them. Every step is a step forward</p> <ul style="list-style-type: none"> • But I still need more methods of (practicable) how to realise individualise learning` to help these pupils to going a step forward • → individualised learning/ teaching is an attitude as well as set of methods to apply. I have to tell myself (every day!) that every pupil has something positive to attribute. = the indusive aspect. It can be very difficult when they are disrupting your teaching. • It is very important to meet the pupil on the right level and then give him/ her a challenge 	
<ul style="list-style-type: none"> • If I manage to combine what I know about teaching methods with the aspect of individualised learning I will be nearer to my pupils needs. I will be able to find out whether what I teach is <u>really</u> identical with what my pupils learn and, consequently, my tasks will challenge. • I will include the pupils responsibility.... • Advice: Pick a few things you <u>think</u> will work and be persistent: don't drop it if the first attempt is not successful! • By arranging the test (tailor made for every situation) you might find it easier to make the pupils work in a manner of your choosing. (i.e. individualised, creative, learn for life etc.) The pupils are good at finding out what they must know for a test. • We must try to stop "teaching to the test" 	
<ul style="list-style-type: none"> • New misrights in the other countries school systems ingeneral • (re-) discovered traces of individualised learning in my teaching methods • clearly saw the weaknesses of the German school system in the field of dealing with heterogeneity (tripartite?? system) • A better understanding/ insight that there are obvious differences in the school systems in the countries involved. The sharing of thoughts in the international groups has been extremely useful → • More weight, the food ist too good and to little exercise • The feeling that the work started in Nov 2002 has really come to fruition – it was (is) worth while • Coming from one of the countries where we are supposed to have been doing this for 15 years. I am still in the learning process of this! I have learnt a lot and have got a much wider perspective of all the aspects of I.L in m.a classes. 	I agree
<ul style="list-style-type: none"> • As far as I remember; I have not heard the word / concept <u>including</u> in connection with "individualised learning" I wonder why? → • I agree, you can't talk about mixed ability and individual learning without assuming that inclusion is already there! • I've also learnt that I will think hard before I ever tell my pupils to produce something in writing in too litle time!! • One I would like to stress about individual developement 	<p>Maybe it is a collective term or always implied. → therefore amitted</p>

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<p>plan`is that it is more about looking ahead and not looking back. The talk should focus on; You are here now in your learning process and how do we do.</p>	
<ul style="list-style-type: none"> • More and deeper knowledge and understanding of mixed ability and individualised learning. • In UK we need to get outside our own little system I see what we can learn from other countries • I totally agree with this point. Although we do have some good teaching and learning strategies in the UK, the need to look beyond our countries is very important whether through schools in Europe and the rest of the world. • I will have some great memories from this week for a long time • The self-assessment form from Sweden 	
<ul style="list-style-type: none"> • Blooms taxonomy • Different methods of individualised learning in the whole group • The fact that the different countries had similar thoughts when it comes to individualised learning • Yes, it was comforting to me to realise we have similar thoughts and similar experiences <u>despite</u> the different PISA results. • I once more realised That <u>being different</u> is a chance. However, I will take a long time to make this a part of the German frame of thinking • Interesting discussion concerning assessment • I rarely have the opportunity to discuss in depth issues in teaching. This week has enabled me to realise what an impact we have on the lives of the children we teach and that we need to consider the best possible methods to get the best out of them. 	
<p>Question 2 What support would I need, to put into practise what I've learnt?</p>	
<ul style="list-style-type: none"> • Dear Finns, dear Swedes, dear Norwegians, dear English, please, send me all the downloads/ forms you have on <ul style="list-style-type: none"> – pupils self-assessment – IDPs and books that include such forms (for me as a teacher of English) Oh, instead of sending, let them all appear on the Internet • The main support is my own initiative, I hope it will not fade... • Sure, we all met in the cyber-space, and you all German. Finns, Norwegians and Englishmen are in my thoughts. Every day I will try to think of what I've learnt • Dear German, better, invite us and our pupils to your school in a comenius 1 project. The deadline is feb.1 → (3 countries min; 3 schools min; fonsd given for travel) • I'm in on it. Let's make a gathering! This cannot and will not be the end... 	
<ul style="list-style-type: none"> • It is a concern that I may forget all the productive work/ 	

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<p>discussions/ thinking undertaken this week. So there is the need to keep in contact with others. Some of the people here have spoken to me about keeping in contact and intend to develop links further</p> <ul style="list-style-type: none"> • To be able to exchange thoughts with other people gives another perspective and gives enthusiasm about our work. → • The energy to go on live innovative ideas has to be obtained 	<p>This might be one good way to get it</p>
<ul style="list-style-type: none"> • <u>Colleagues</u> and from planing the timetable more flexible • I would need my department to support this, as at the moment they are greatly in favour of setting- see it as a benefit to both the pupils – the teachers • We would also need a more flexible timetable as IL appears to be time consuming • I work in a small department within my school, and we don't have a lot of chance to share good practise with others. But this means more TIME to do so. Time. A big factor to consider, together with flexibility. 	
<ul style="list-style-type: none"> • There is already an ongoing work at my school relating to this theme and I believe that's the only possible way to get anywhere; these ongoing discussions between colleagues • Okay, I agree absolutely, but..... there are so many buts! – maybe we have to concentrate our ongoing work to a special ??? which is particular in the need of the special school • One of the first German sentences I learnt at school was this: Aller Anfang ist schwer. Even starting to change one's own ways of doing things can be difficult – and say nothing about changing other people's practices • There is an other German saying: "Jedem Anfang liegt ein Zauber inne" (Every beginning is surrounded with a bit of magic) this is also true. So, difficulty and magic combined may lead to success; let's hope so. 	
<ul style="list-style-type: none"> • My challenge is to formalise some of the most important aspects of I.L and routines. I guess I have to be very clear about what I expect from the staff on this- (1-3 starting points) It would help with the support from our staff that this is vital. Motivation..... • Every journey begins with the first step. ... School development is a never-ending story/ journey. It is nice to have positive fellow travellers on the journey → • My strong feeling at the moments, that there is a danger in German, that we do simultaneously first steps. I have to got an idea , which of them .. is the really first step • I fully agree, it is so refreshing to have spent time with so many positive and wonderful people who have been inspiring <div style="text-align: center; margin-top: 20px;"> <pre> graph LR Skills --> J1(()) subjects --> J1 J1 --> IL[IL] </pre> </div>	<p>Good impulse</p>

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<p style="text-align: center;">behaviour</p>	
<ul style="list-style-type: none"> • We would need to change the whole of the current system in our school, so I would need great support from the head teacher who would need convincing perhaps from a representative of EU-MAIL • EU-MAIL would also need change the way governments in England think about setting as at the moment majority political parties want setting • My colleagues need to feel and understand the importance of improving their individualises teaching – We need time to discuss this issue • It would be great if our international group could meet after a while to discuss this course. I think I need to reflect, try some of the methods and then discuss it → 	<p>Would this be easy to arrange? I think so</p>
<ul style="list-style-type: none"> • I need time:!! - Time to make reflection <ul style="list-style-type: none"> - time to set goals for each topic - time to evaluate with my students - time to make good questions on different levels - time to talk with my pupils • I could not have said it better my self!!! In addition, I would also like a more “open” timetable for me and my class, so that we could make room for trying out new ideas and methods. I would like to have those small white-boards (and pupil that knew how to take care of them....) • Need for support of a more comprehensive level: colleagues, parents, pupils to be involved in the concepts, ideas of IL-methods. It’s an illusion to think that anything can be changed if ...(to be continued) • An idea → a web-based forum on the EU-Mail website that we could all access to share ideas and keep in contact 	
<ul style="list-style-type: none"> • Another EU-MAIL conference every other year so I can fresh up all my thoughts and mind. Also keep in contact with those who have been here.→ • What difference will there be in September 2006 in the 	<p>By email? Every month?</p>

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<p>teaching of those who have been here this week i.e. what will be (if any) the lasting changes in teaching?</p> <ul style="list-style-type: none"> • Don't lose faith! Your attitudes will have changed; I feel sure about that and pick just one thing you'd like to try. Don't drop it if the first attempt is a disaster. EU-MAIL support would be interesting chatting between teachers who need exchange thoughts and complain about negative head- teachers or scornful and disillusioned colleagues? • I am full of enthusiasm after these days. Schooling is always a challenge and now I've got tools to handle it. Never give up. 	
<ul style="list-style-type: none"> • I think the website should start an idea-bank, where you can put ideas/ methods that worked. – We only got small drops of tips in this module, so I would really like to keep on exchanging ideas!!– Maybe on the CD, there could be an e-mailing-list of the participants of this module? • I've not keep involved with the project prior to the course this week. I have a few ideas I would like to share with the staff. Being a younger teacher I perhaps feel that I do not have the power to change things – but a few of the strategies used this week will be of benefit to the school. → need to speak to senior management. • I too feel like this and would need senior management to fully support the ideas. Although I am planing to use some methods in my lessons and am hoping that other teachers will see the benefits of EU-MAIL • I also like the idea of a mailinglist so that we can support each other and continue to share ideas and good practise. 	Good idea
<ul style="list-style-type: none"> • Total backup from most of my colleagues. Redoing the timetable and a public interest (medic coverage). Money would make any reform easy.. If none of the above is present, less will be achieved. • It is most important to feel that you are not the only one trying to put the idea of individualised learning into practise. The ministries of education/ authorities on a higher authoritative level have to be involved. (Lobbyism) • Help from the int. steering group to make it possible for more co-operative between the countries and schools. The possibility for a teacher exchange? Setting up a "platform" on the web-site where pupils in our different classes could "talk" 	Completely agree
<ul style="list-style-type: none"> • I can make it on my own. It is always necessary to have some spiritual support; to know that nobody is working against you – but I can do a lot of work without a large amount support • So. spreading the gospel is another way of doing it! Apply some of the methods and test them. I am sure that when teaching in colleagues it's equally important to apply the same principles • To be aware of what you need changing, what you are doing, what you want to improve you need to be able to put words on your thought 	Very good
<ul style="list-style-type: none"> • Time to try out some of the ideas/ concepts discussed here 	

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<ul style="list-style-type: none"> • A recipe list of some basic method even in the form of does/donut's • In- service training for the whole school • True, and it means money to do this highly successful. Perhaps University support and long course at low speed one meeting per month, could keep the fire going. We must also prove our students benefit. • Money for further teacher and student exchange • I need leadership of the schools in my district to see the importance of I.L 	
<ul style="list-style-type: none"> • Time to discuss it with my fellow colleagues • A supportive and interesting leadership at my school • To keep in connection with the EU-MAIL teachers • exchange of material in the Internet • Not to forget: my own initiative is very important; if you want things to change you must start yourself... • We will have to be given the time and resources to change/develop. We need input in different ways. • Let's keep in contact – supporting each other 	
<ul style="list-style-type: none"> • Time and demanding co-operative teams • Systematically and organised meetings (with a clear beginning and ending) • Maybe a support by the IFS where they do the print work • To create an awareness in my school about these topics will be process where everyone has to take part. The head teacher will have a major responsibility • Perhaps we can exchange teachers of the EU-MAIL countries for 3 weeks. Would be possible with teachers of English. Example: Allthose who have had English for five years work on a project on Native Indians with teachers from the other countries • I would like that!!! It would be horrible if this co-operation ended here! Our work is not done. • Thank you!!!! 	
<ul style="list-style-type: none"> • I need information (money/time) how we can go on meeting colleagues from other countries. We have been talking about during these days. I don't want it to stop with just talking. • It would be very useful to meet just to discuss and further develop ideas once a year? • We would be champion on I.L • And to choose a subject that we than prepare talking and sharing with other fellow teachers • `Follow up`activities after EU-MAIL would be good. 	A great idea!
<ul style="list-style-type: none"> • Would it be a good idea to have all participants on a monthly eumail newsletter, anyone with news, ideas could send in material • Or would it be helpful to set up 4 smaller international groups 	

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correspond by email.

- I would like to get new reports, results, ideas by email
- It's all a good idea. I need it, and I like it. Let's meet in the cyberspace and keep in contact.
- Agreed!!