

## Szkoła Podstawowa nr 5 im. Janusza Kusocińskiego w Świdniku

Name of the organisation :	Szkoła Podstawowa nr 5 im. Janusza Kusocińskiego w Świdniku	
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### Type of organisation:

SME     School     University     Public Authority   
 Training     No Profit     NGO

Other (Specify)

### Fields of action :

SMEs     Youth     Universities     Public Authorities   
 Equal opportunities     Schools     Unemployed

Other (Specify)

### Description of the organisation

Szkoła Podstawowa nr 5 im. Janusza Kusocińskiego w Świdniku is a primary school for students who are aged 7-15 and continue their general education. It is located in a small town of Świdnik in the east of Poland. There are 1420 students and 150 teachers in the school.

Apart from the general education courses, students can follow a bilingual course in English and Spanish, a special Maths major or choose a sports class with extra hours of football and swimming. Everybody studies English as the first foreign language, and there is a choice of Spanish, German and French as the second language starting in year 7. In each grade there are special needs classes for students who have various disabilities and disorders, both physical and mental. They study together with their able-bodied school mates. In each class there are also students with specific learning difficulties, e.g. dyslexia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia. Students with learning difficulties and disabilities are provided with special classes and use the support of special needs teachers, school psychologist and counsellors.

There are lots of charity events organised as our school cooperates with a children's hospice, an orphanage and an animal shelter.

Last school year our school had the second place among schools with the highest number of regional competitions winners in the Lublin Province. We had numerous laureates in the humanities, foreign languages and sciences. Our athletes excel in swimming (1st place of boys and 2nd place of girls in relays in the Regional Championships), track and field, and football.

### Experience of the organization in previous European projects

#### Erasmus+ KA2 – 'CLIL4STEAM'

CLIL4STEAM project funded by the Polish National Agency. The main aim of the project is to produce videos and interactive materials for STEAM subjects which are taught using CLIL method.

#### Erasmus+ KA2 – 'Let's Light on the Solution'

A school partnership project focusing on the theme of light in various school subjects.

#### Erasmus+ KA2 – 'Birlikte STEAM yapıyoruz'

A school partnership project focusing on the theme of teaching STEAM subjects in an innovative way.

#### Erasmus+ KA2 – 'Walking Together'

A school partnership project focusing on the theme of fostering tolerance, overcoming prejudice, bullying and racism.

#### Erasmus+ KA2 – 'Social Radio 2.0'

A project focusing on citizenship education through the use of podcasts and school radio.

#### Erasmus+ KA2 – 'SMILD'

SMILD project funded by the Italian National Agency. The main aim of the project is to focus on the difficulties and disabilities of learning maths. Website: <https://smild.pixel-online.org/>

#### Erasmus+ KA2 – 'Learning for Life'

Learning for Life project funded by the Spanish National Agency. The main aim of the project was to promote new education methodology, such as Problem Based Learning (PBL) and Multiple Intelligences (MI) and to develop skills required in the present and future society. Website: <http://learningforlife.pixel-online.org/>

#### Erasmus+ KA1 – 'Speak, Hablar, Sprechen – developing language, didactic, ICT and intercultural competencies'

Project 'Speak, Hablar, Sprechen - we're developing linguistic, didactic, IT and intercultural competences' will be carried out by teachers of Gimnazjum nr 3, which is part of Zespół Szkół nr 2 w Świdniku. It addresses the needs of overcoming the substantial deficit of linguistic skills of the teachers, which prevents the fulfillment of their true potential. Lack of communication skills in English, Spanish and German among the teachers makes it impossible to develop international cooperation, carry out a greater number of eTwinning projects and continue partnerships with foreign institutions. The project, which was created in accordance with the School Development Plan, will not only remove the teachers' language barrier, but it will also positively influence the development of European values and promotion of multiculturalism among the staff, students, their parents and local community. There will also be an improvement in didactic competences of teachers of foreign languages and sciences, and thanks to the use of innovations and new technologies the value of the school's programmes and activities on offer will increase. The project will also enable the development of essential skills in managing projects and improved organisation of individual and team work.

The participation of teachers will result in the strategic improvement of the school and the intensification of pro-European activities. It will also allow the school and staff to go through the turmoil of the structural education reform which entails merging Gimnazjum nr 3 with Szkoła Podstawowa nr 5 in order to create a new 8-level primary school. Such a significant number of well-qualified staff will guarantee the continuation of good practices in the newly-formed school, e.g. the English and Spanish bilingual classes, as well as a wide range of international cooperation

projects.

The most essential results that the project will achieve are raising the qualifications of the teachers, integrating innovations in the school curriculum, improving language skills, developing the use of ICT in the planning, forming and managing cooperation with European educational institutions.

The implementation of the project will bring long-term benefits. The experience in cooperating with other European teachers and institutions which the participants will gain will result in conducting new international projects. Also, the quality of planning and managing similar projects will be increased. Moreover, the teaching of particular school subjects will be enriched thanks to the use of innovative methods learned during the seminars and workshops. Furthermore, better language skills of the teachers will result in a smooth transition of English and Spanish bilingual classes from the junior high school to the newly-formed primary school. Since more than two-thirds of the staff will be involved in the project, it is expected that teachers will increase their European awareness, will be more active and open towards new initiatives and work methods, which will prove beneficial for individual students and the whole school. Such well-qualified, proactive, involved and dedicated staff will be the new quality in the school and in return it will bring about the increased participation and motivation of the students.

#### **Erasmus+ KA2 – ‘Water Equals Hundreds of Opportunities’**

The theme of water is so broad and diversified that it enables us to incorporate it into the main parts of the school curriculum. In each partner school there is a need to improve the school curriculum by making students more active in the learning process through more student autonomy. The improved curriculums include brain-friendly lessons and ‘flipped’ classroom. Using these methods, students work on the theme of water in Mathematics, Sciences, ICT, English and other European languages, students are encouraged to take a cross-curricular approach in noticing the problem, analyzing a possible solution and coming up with their own conclusions through innovations. This way, they increase their level of competencies, are motivated to study, develop their interdisciplinary skills and raise their awareness of active participation in pursuing their education and future career. It enables them to become competitive on the job market since there are more and more companies dealing with the issue of water in every European country. Also, teachers can develop their teaching skills by incorporating innovative teaching approach (neurodidactics). They also improve their language and ICT skills through working together and visiting partner schools, as well as sharing their experiences and good practices. This encourages life-long learning.

‘Water Equals Hundreds of Opportunities’ project enables people from different European countries to realize what water-related problems other nations have, and how their local and national governments’ decisions concerning water can affect their own country or region. As a result, students’ and local communities’ awareness are raised and the feeling of facing the same problems and necessity of cooperation among different European nations can be created.

The end results, such as improved school curriculums, a brochure on water springs and spas, e-book containing teaching and studying material for English, Mathematics and Sciences, lesson plans of brain-friendly classes and activities, ‘flipped classroom’ activities, as well as instructions for carrying out experiments will ensure the widespread usage of the project ideas in other educational institutions across European community.

#### **Erasmus+ KA1 – ‘Content and language integrated learning combined with information and communication technology in teaching are the key to successful bilingual classes’**

Project ‘Content and language integrated learning combined with information and communication technology in teaching are the key to successful bilingual classes’ has been carried out by teachers from Gimnazjum nr 3, which is a part of Zespół Szkół nr 2 w Swidniku. It addressed the needs of improving unsatisfactory exam results and the lack of effective methods and resources in English bilingual classes. Seven teachers who were involved in bilingual teaching acquired new competences and developed their abilities in order to create a strategy for the development of English bilingual classes, effective implementation of bilingual programme in Maths, Physics, Chemistry, Biology and English. Improved competences of the teachers ensured higher exam results. Improved curriculums, operating e-learning platform and innovative teaching methods, such as brain-friendly lessons, flipped classroom, allowed to achieve the main goals of the school and resulted in increased motivation among students. These changes also enable the students of the participating institution to continue their education in high schools which follow the International Baccalaureate and bilingual programmes, and, in the future, the possibility to study at renowned universities in the European Union and pursue their career.

#### **Socrates/Comenius – ‘Beware – Be Aware’**

The project dealt with the issues of healthy lifestyle, eating disorders, e.g. bulimia, anorexia, consumerism and ergonomics.

#### **Socrates/Comenius – ‘What makes us European’**

The 3-year project allowed the students to look for common themes in the arts, architecture, folk culture, sports and myths and legends to discover common features present in each European country.

#### **Youth in Action – ‘Stop the Rubbish’**

The project focused on the environmental issues, such as measuring water quality, planting trees in the neighbourhood and designing 'green' neighbourhoods.

**Youth in Action – 'Never Forget'**

The project concentrated on teaching about the Holocaust and genocide. It involved visiting a concentration camp of Majdanek, taking part in a drama workshop by Teatr NN in Lublin and debating about human rights.

**Socrates School Development Project – 'A Caring School'**

Comparing different European school counselling services for students, e.g. welcoming freshmen, preventing addictions, providing healthy food.

**Socrates/Comenius – 'Europe Alive'**

The project focused on the cultural diversity of European countries. Its aim was to prevent prejudice and foster understanding and cooperation of students from 8 different European schools.

**Socrates/Comenius – 'European Ways'**

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**Experience and Expertise of the organization in the project's subject area**

During the pandemic all the teachers and students are struggling with distance learning. Szkoła Podstawowa nr 5 w Świdniku started teaching online immediately when the schools were closed down in March 2020. The teachers used a variety of online tools and platforms available, e.g. Google Classroom, Skype, Zoom, Wordwall, Kahoot, Quizlet. ICT teachers have prepared a series of instructional videos in order to help both students and teachers take part in the online lessons. Teachers have also participated in a number of webinars and online courses in order to develop their skills and make the whole process easier and more effective for students.

Approximately, 60% of teachers from each department are currently participating in an online course on the topic of effective methods of distant learning and communication to make sure the school can offer the students adequate methods and tools to implement learning process in the times of pandemic.

**Contributions that can be provided to the project**

All the teachers who will be involved in the project have necessary knowledge about online learning and have been using a variety of resources and platforms. One of them has also been the administrator of the Google Classroom. The school employs 5 ICT teachers who have necessary qualifications to help students and teachers to participate in the distance learning.

Other teachers of foreign languages, ICT and all form teachers will also be involved in the implementation of the project, and if necessary, they will be able to continue the project. Due to many years of experience in implementing youth exchange and school cooperation projects, Szkoła Podstawowa nr 5 w Świdniku and its employees will ensure efficient and reliable project management, good cooperation between partner institutions, and very good dissemination of the project results.

The school will continue organising workshops and courses for students on distance learning. The intellectual outputs of the project will be visible both at school and on its internet channels, e.g. website. The school will disseminate the results of the project in the local area so as to ensure the project sustainability and help it make the biggest impact.

**Reasons of involvement in the project**

However, the use of e-learning platforms and various online tools for a number of years has not been enough to prevent some of the students from "disappearing" during distance learning. Teachers with the help of school councillors and psychologists have been trying to establish a range of channels of communication so that no one felt left behind or isolated in the difficult circumstances of the pandemic.

Therefore, there is a need to keep improving the methods of communication between students and teachers and using innovative ways to make distance learning more effective.

### Contact Person's Experience and Expertise

Marcin Paśnikowski - teacher English and ICT, coordinating projects of the Erasmus + and Comenius programs for many years, participant in numerous mobilities of educational staff, implementer of eTwinning projects, author of the English language teaching program in a bilingual English class. He is also the administrator of the school Google Classroom platform.

He has taken part in numerous teacher development events and courses:

- A Comenius course 'Information and Communication Technology for Language Teachers' at the University of Limerick in Ireland
- The Summer Institute for Teachers at Columbia University in New York City, USA
- A Comenius course 'Preparation of Full Proposal and Management of European Education Projects' in Cyprus
- A Comenius 'Teacher Development Course in Teaching English as a Foreign Language' in Easy School of Languages in Valletta, Malta
- A Comenius 'Overseas Teachers' Course in Content and Language Integrated Learning' at Alpha College of English in Dublin, Ireland
- An Erasmus+ Teacher Development Course 'English Language Development and Understanding and Applying CLIL' at Easy School of Languages in Valletta, Malta
- An Erasmus+ Course 'Technology in the Classroom' at British Study Centre in London, England
- An Erasmus+ course 'New Learning Environments - What Kind of Schools we Should Build in the Future' at eduKarjala in Joensuu, Finland
- An Erasmus+ Teacher Development Course 'Scaffolding Thinking Skills in CLIL' at Summer University of Lapland in Rovaniemi, Finland
- An Erasmus+ Teacher Development Course 'A classroom with a door to the world' at Kaunas Biennale in Guadeloupe
- An Erasmus+ Teacher Development Course 'Interactive Ict-Based, Web And Digital Tools For An Effective Blended, Flipped And Cooperative Learning' at Enjoy Italy in Tropea, Italy
- An Erasmus+ Teacher Development Course 'Social Media in the Classroom' at Istituto per la Formazione, l'Occupazione e la Mobilita in Bologna, Italy
- An Erasmus+ Teacher Development Course 'GAMIFYING THE CLASSROOM – Educational Robotics' at iDevelop Teacher Training Department in Seville, Spain

He has been responsible for coordinating international projects for more than 15 years and attended lots of meetings with coordinators from partner schools in order to plan the activities, implement evaluation and design dissemination plans. He has also successfully applied for Comenius and Erasmus+ projects.