

<b>Course title</b>	<b>Visiting schools: seminars and learning in action</b>
<b>Course code</b>	071
<b>Course category</b>	School innovation and management
<b>Course purpose and overview</b>	<p>Peer-learning visits are a valuable tool for the professional development of staff. They build a community of trust, open up classroom practice, and provide insights into effective strategies for a wider selection of good teaching practices and partnerships.</p> <p>Participants will enjoy opportunities to meet and interact with local teachers, principals and students, to discover educational institutions and their school culture at various levels (primary, secondary, vocational, adult lifelong-learning, etc.), and experience a powerful and unique networking modality that will facilitate change and learning in a friendly forum through discussion.</p> <p>Please note that this course should be included as a “Courses and training” activity in your application to Erasmus+ Key Action 1, as it is a high-quality combination of school visits, seminars, workshops, facilitated interactive discussions and self-reflections.</p> <p>We will research and select a number of appropriate host schools for the visiting team and organise seminars, workshops and group activities, as well as prepare and debrief visits and presentations, and facilitate the exchange regarding education systems, the culture of the host country, and educational topics of general interest.</p> <p>Participants will have the opportunity to deliver presentations about their education system, their school, their town, their country and their ideas about future Erasmus+ projects. Ideally, school visits should foster increased sharing and learning partnerships, and potentially form reliable partnerships leading to possible future Erasmus+ projects.</p> <p>Participants will learn from each other and share best practice and ideas beyond the classroom so the impact can be felt school-wide and internationally!</p> <p><b>Dates and location may be subject to amendment according to the school calendar year of the country visited. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the receiving organisation.</b></p>
<b>Course structure and content</b>	This course offers a high-quality combination of school visits, seminars, workshops, facilitated interactive discussions, and self-reflections. The course is designed to provide participants with an immersive and experiential learning experience that fosters professional development and networking opportunities.
<b>Duration</b>	One week
<b>Daily programme example</b>	<p>Here is an example of the programme:</p> <p><i>Day 0</i> (usually Sunday) Arrival date</p> <p><i>Day 1</i> Welcome and introduction Ice breakers and team-building exercises Rationale: Building Your Learning Portfolio Education System in the Host Country Preparation for Educational Visits to Schools Cultural and social activities Feedback day 1</p>

	<p><i>Day 2</i> Visit to School 1: Educational organisation and management of learning Feedback session</p> <p><i>Day 3</i> Visit to School 2: Educational organisation and management of learning Feedback session Cultural and social activities</p> <p><i>Day 4</i> Visit to School 4: Educational organisation and management of learning Feedback session Cultural and social activities</p> <p><i>Day 5</i> Seminar: Discussing dissemination strategies Presentation of learning journals (What have WE learned?) Discussion of future cooperation and planning follow-up activities / Brainstorming dissemination ideas Final feedback Validation of learning outcomes and a certification ceremony Cultural and social activities</p> <p><i>Day 6</i> Social, cultural and professional interactions between participants Sociocultural activities Exchanges of contacts and discussion of future cooperation</p> <p><i>Day 7</i> Departure date</p> <p>Programme details may be subject to amendment based on trainer, participant needs and other factors such public holidays. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the hosting organisation.</p>
<b>Learning objectives</b>	<p>Develop the ability to share effective teaching practices with peers. Gain insights into the educational organization and management of learning in diverse countries. Enhance observation skills to identify successful strategies in other schools. Engage in discussions about the the host school's design and implementation. Acquire new knowledge related to school improvement processes and innovative methodologies.</p>
<b>Learning outcomes</b>	<p>Share good teaching practices Learn about educational organisation and management of learning in different countries Observe what works in other schools Discuss the nuances of the host school’s design and implementation Acquire new knowledge about the school-improvement processes</p>
<b>Assessment and validation of learning outcomes</b>	<p>Participants' learning outcomes will be assessed through various methods, including short entrance tests, final tests, and the presentation of learning journals. Evidence may be gathered through tests, observation of participants' interactions and presentations, and the evaluation of their innovative teaching practices.</p>
<b>Target audience</b>	<p>Teachers of any subject, educators, and school administrative staff</p>
<b>Admission requirements for participants</b>	<p>No specific requirements</p>

<b>Language of delivery</b>	English
<b>Language level requirements for participants</b>	B1 or more
<b>Maximum number of participants</b>	15

**Please, note that this course shall be considered as an Erasmus+ Key Action 1 “Courses and training” activity, as it is a high-quality combination of school visits, seminars, workshops, facilitated interactive discussions and self-reflections.**

Please note that the course outlined is intended as an example only and may not necessarily be fully executed in accordance with all its details. Our need analysis is primarily based on enrolment information, information shared at kick-off meetings, and pre-evaluation of competencies. As such, it is possible that the programme may be adjusted to better accommodate the diverse needs of participants.