

FULL INTERNATIONAL SCHOOL AWARD - IMPACT EVALUATION FORM

Step 1 - Review your details

ABOUT YOUR SCHOOL:

School name*: 1st Special Education Primary School of Korydallos

Type of school*:

- ☐ Nursery (ages 0-5)
- ☐ **Primary (ages 5-11)**
- ☐ Secondary (ages 11-18)
- ☐ Vocational/Technical College (age 16+)

Head Teacher name*: Palias Iraklis

Coordinator: Mourelatou Stamoula

Website : <http://blogs.sch.gr/dimeidkor/>

Address*: Plataion & Solomou

Postcode*: 18121

City: Korydallos, Athens, Greece

UK Country:

Number of pupils at your school*: 45

IMPACT EVALUATION FORM

International Strategy and Communication:**References / plans of international strategy:**

Please provide details of any reference(s) in the school's self-evaluation form (SEF) and/or strategic improvement plan to the aims of the international strategy and any comments by Ofsted or external validators of the evidence and impact of international work across the school's curriculum.

Have you reviewed your international policy in the last three years? *

- ☐ No
☒ Yes

Have you reported the strategic aims to the school's governing body in the last three years?

- * ☐ No
☒ Yes

Have you reviewed the international coordinator's job description in the last three years?

- * ☐ No
☒ Yes

Step 2 – Partner Schools

This section will be populated with information written on the Action Plan. You do not need to write extra information.

If you have a new partner school not listed on your action plan, please complete the following section for each school you need to add.

Partner school name: Karl-Georg-Haldenwang-Schule

Contact person name: Heike Eichbauer

Contact role: Special Teacher

Contact Email: h.eichbauer@gmx.de

Describe how your partnership started and how you stay in contact:

The first meeting with the partner school from Germany took place in Belgium in 2011, while searching for partners for the Comenius program. In March 2015, we have applied for the Erasmus program with a partnership of 6 countries. Among them, it is Germany. We have maintained our communication through emails and facebook ever since.

Step 3 – International Activities

The fields highlighted in green will be populated with information written on the Action Plan. You do not need to write extra information.

If you have a new international activity not listed on your action plan, please complete the following section, including the fields highlighted in green, for each activity you need to add.

Title of the international activity: 1. "School Sports"

Teacher responsible: Giota Giannoula

Other staff involved: Chatziioannou Loukia, Oikonomou Theodora, Papatsani Areti

Between which dates will this activity occur: 1st October 2014 until 31st October

Subject Area/s: Physical Education, Social Adjustment, Study of Environment

Global Themes - Please select from the following:

Conflict and peace | Identity and belonging | **Fairness and equality** | Rights and responsibilities | Sustainable living

Number of pupils in this activity, by age range: 17 students of 1st Special Education primary school will participate in the activity aged 8 to 13 and 60 students of the 7th Primary School of Nikaia.

Title of the international activity: 2. "Sport and equal opportunities"

Teacher responsible: Giota Giannoula

Other staff involved: Chatziioannou Loukia, Gonia Kiratso, Feredinos Andreas, Papatsani Areti, Micha Asimina.

Between which dates will this activity occur: 1st November 2014 until 30th November

Subject Area/s: Physical Education, Social Adjustment, Study of Environment.

Global Themes - Please select from the following:

Conflict and peace | Identity and belonging | **Fairness and equality** | Rights and responsibilities | Sustainable living

IMPACT EVALUATION FORM

Number of pupils in this activity, by age range: 22 students of 1st Special Education primary school will participate in the activity aged 9 to 14, 20 students of the Special Olympics and 40 Students of the 7th High School of Korydallos.

Title of the international activity: 3. "Blind man's buff".

Teacher responsible: Kotoula Kalliopi

Other staff involved: Gonia Kiratso, Chatziioannou Loukia, Passalidou Aggeliki, Giota Giannoula

Between which dates will this activity occur: 1st December 2014 until 23rd December

Subject Area/s: Language, Creative Activities, Social Adjustment, Study of the Environment, Learning Readiness.

Global Themes - Please select from the following:

Conflict and peace | **Identity and belonging** | Fairness and equality | Rights and responsibilities | Sustainable living

Number of pupils in this activity, by age range: 10 students will participate in the activity aged 10 to 14.

Title of the international activity: 4. "The four points of the horizon" (musical and motor activities, diversity and inclusive education)

Teacher responsible: Theodora Oikonomou

Other staff involved: Daskalaki Efthalia, Gonia Kyratso, Kotoula Kalliopi, Micha Asimina, Papatsani Areti, Passalidou Aggeliki.

Between which dates will this activity occur: 1st December 2014 until 23rd December

Subject Area/s: Language, Music, Learning Readiness, Psychomotor Development

Global Themes - Please select from the following:

Conflict and peace | Identity and belonging | **Fairness and equality** | Rights and responsibilities | Sustainable living

IMPACT EVALUATION FORM

Number of pupils in this activity, by age range: 20 pupils of 1st Special Education Primary School of Korydallos, 10 pupils of 10th Special Education Primary School of Athens and 40 pupils of 1st Model Experimental Primary School of Athens. 70 pupils in total.

Title of the international activity: 5. "The Little Consumer learns the value of the products and compares prices"

Teacher responsible: Mourelatou Stamoula

Other staff involved: Daskalaki Efthalia, Gonia Kiratso, Chatziioannou Loukia.

Between which dates will this activity occur: 12th January 2015 until 13th February.

Subject Area/s:

- Language: Consumer education and economy.
- Mathematics: Realization of the importance of wisely using euro in everyday life.
- Mathematics: Comprehension of the variation in the value of products and price comparison.
- Social Skills: Acquirement of proper attitude towards issues of consumerism (avoid excessive use of money, use Piggy, savings, bank).

Global Themes - Please select from the following:

Conflict and peace | Identity and belonging | Fairness and equality | Rights and responsibilities | **Sustainable living**

Number of pupils in this activity, by age range: 15 students will participate in the activity aged 9 to 14.

Title of the international activity: 6. "The Little Consumer buys products"

Teacher responsible: Mourelatou Stamoula

Other staff involved: Daskalaki Efthalia, Gonia Kiratso, Chatziioannou Loukia.

Between which dates will this activity occur: 16th of February 2015 until 31 of March

Subject Area/s:

IMPACT EVALUATION FORM

- Language: Consumer education and economy.
- Mathematics: Realization of the importance of wisely using euro in everyday life.
- Mathematics: Comprehension of the variation in the value of products and price comparison.
- Mathematics: Familiarize with monetary transactions while considering the cost of products and the market value of money.
- Social Skills: Development of skills for the selection and purchase of products (healthy - unhealthy foods, expiration date).
- Social Skills and Mathematics: Acquirement of proper attitude to issues of consumerism (avoid excessive use of money, use Piggy bank, savings).

Global Themes - Please select from the following:

Conflict and peace | Identity and belonging | Fairness and equality | Rights and responsibilities | **Sustainable living**

Number of pupils in this activity, by age range: 15 students will participate in the activity aged 9 to 14.

Title of the international activity: 7. "The Little Consumer role plays"

Teacher responsible: Mourelatou Stamoula

Other staff involved: Daskalaki Efthalia, Gonia Kiratso, Chatziioannou Loukia.

Between which dates will this activity occur: 1st April 2015 until 30th of April.

Subject Area/s:

- Language: Consumer education and economy.
- Mathematics: Realization of the importance of wisely using euro in everyday life.
- Mathematics: Comprehension of the variation in the value of products and price comparison.
- Mathematics: Familiarize with monetary transactions while considering the cost of products and the market value of money.

IMPACT EVALUATION FORM

- Social Skills: Development of skills for the selection and purchase of products (healthy - unhealthy foods, expiration date).
- Social Skills and Mathematics: Acquisition of proper attitude to issues of consumerism (avoid excessive use of money, use Piggy bank, savings).
- Social Skills: Involvement and interaction with the local community (grocery store, super market, book store etc).
- Social Skills: Acquisition of basic social skills and behaviour monitoring in different situations.

Global Themes - Please select from the following:

Conflict and peace | Identity and belonging | Fairness and equality | Rights and responsibilities | **Sustainable living**

Number of pupils in this activity, by age range: 15 students will participate in the activity aged 9 to 14.

Title of the international activity: 8. "The Little Consumer visits the neighbor stores".

Teacher responsible: Mourelatou Stamoula

Other staff involved: Daskalaki Efthalia, Gonia Kiratso, Chatziioannou Loukia.

Between which dates will this activity occur: 1st of May 2015 until 30th of May

Subject Area/s:

- Language: Consumer education and economy.
- Mathematics: Realization of the importance of wisely using euro in everyday life.
- Mathematics: Comprehension of the variation in the value of products and price comparison.
- Mathematics: Familiarize with monetary transactions while considering the cost of products and the market value of money.
- Social Skills: Development of skills for the selection and purchase of products (healthy - unhealthy foods, expiration date).
- Social Skills: Acquisition of proper attitude to issues of consumerism (avoid excessive use of money, use Piggy, bank, savings).

IMPACT EVALUATION FORM

- Social Skills: Involvement and interaction with the local community (grocery store, super market, book store etc).
- Social Skills: Acquirement of basic social skills and behaviour monitoring in different situations.

Global Themes - Please select from the following:

Conflict and peace | Identity and belonging | Fairness and equality | Rights and responsibilities | **Sustainable living**

Number of pupils in this activity, by age range: 15 students will participate in the activity aged 9 to 14.

Title of the international activity: 9. "The World Map"

Teacher responsible: Tsiouchliara Georgia

Other staff involved: Tsiara Zoi, Theodosopoulou Evaggelia, Markezini Zacharenia, Athena Chioti.

Between which dates will this activity occur: 1st of May 2015 until 30th of May

Subject Area/s: Learning Readiness, Creative Activities, Study of the Environment.

Global Themes - Please select from the following:

Conflict and peace | **Identity and belonging** | Fairness and equality | Rights and responsibilities | Sustainable living

Number of pupils in this activity, by age range: 9 students will participate in the activity aged 8 to 13.

IMPACT EVALUATION FORM

Activities *

Please describe the activities that took place. If you worked with a partner school, describe how you worked together. *Content limited to 1500 characters.*

A1: A group of students visited the 7th Primary School of Nikaia due to the International Day of "School Sports". They played relay races, games with balloons, ribbons and dance.

A2: A mix group of students from our school, the 7th High School and of Special Olympics played basketball.

A3: Once blindfolded (hence, deprived of their sense of sight), the students were called to use their senses (touch, smell, taste, hearing) in order to recognize the stimulus presented each time (objects, food, sounds) and give a description of what they felt. When finished, the blindfold was removed to reveal the stimuli that led them to this sensory trip.

A4: A group of students visited the 10th Special Education Primary School of Athens and the 1st Model Experimental Primary School of Athens and performed musical and motor activities together.

Activities 5,6,7,8 were carried out in cooperation with our partner school from Germany.

A5: Game where the students guessed the prices of products and compared prices through the interactive board.

Cooperation with partner school: we exchanged photos through power point presentation of local products and guessed the price. We compared the prices with similar national products.

A6: Game where the students were choosing products from supermarket leaflets and cards. They separated healthy from unhealthy products. We were aiming for our students to acquire proper attitude to issues of consumerism.

Cooperation with partner school: We exchanged leaflets and learnt about the value of similar products in another European country.

A7: The students played together while adopting the role of the consumer and of the salesman.

Cooperation with partner school: We exchange photos through p.p. presentation with role playing situations. Students guessed the transaction and the store.

A8: Activity in the local neighbor stores where students put in action their obtained knowledge.

IMPACT EVALUATION FORM

Cooperation with partner country: Each country selected for the partner country 2 stores for the students to visit and make monetary transactions. We exchanged p.p. presentation.

A9: Students decorated the imprint of the “world map” using various materials by matching them with each continent.

Aims and Outcomes *

What were the aims and the outcomes of the activity? You should use conclusions from pupil/teacher/parent feedback or evaluation forms. *Content limited to 1500 characters*

A1 - A2: To experience and understand the power of collaboration. Pupils were full of enthusiasm and happiness from these activities and the collaboration with main stream pupils. Concepts such as: rivalry, athletic spirit, cooperation, fair play, were evolved. At the same time, we aimed to the realization of their uniqueness and to gain a sense of “We”.

A3: To get in touch with their body and the data it receives/perceives from the environment through their sensory organs, as well as to use memory, experience and judgment in order to recognize the given stimuli. It was a very amusing activity as pupils are not familiar on trusting their senses thus it gave them the opportunity to open up to new feelings and explorations. This activity was part of a series of activities under the innovative program “Feelings and senses”.

A4: To understand that everyone is different and can contribute with his own merit, in common activities. This activity was part of an innovative programme under the title “Live your life as it was music”. A big variety of activities and meetings took place and pupils communicated their thoughts and their selves through music kinetic events, dancing and many group games.

Activities 5 to 8: Our main objective was our pupils to be able to complete monetary transactions using the basic social skills in their everyday life. These activities were carried out with the cooperation of our partner school from Germany.

The conclusions of the success of our program were extracted from the evaluation forms distributed to the pupils, the teachers involved and the parents. Pupils thought that it was a great program that helped them learn how to use euro but moreover gave them the chance to learn their neighbourhood and the stores and make transactions. Teachers indicated that it was innovative as it included a lot of activities on the interactive boards with lots of pictures which brought reality into the classroom. Moreover, the short fieldtrips to the neighbour stores added an extra value to the better implementation of our goals. Parents observed that their children were opening up to

IMPACT EVALUATION FORM

the community, were making monetary transactions on their own and developed their social skills and independency. Additionally, pupils were involved with great enthusiasm to the activities as they learnt at the same time about Germany and how German pupils were learning to use euro. The power point presentations stimulated their appetite for knowledge and added to their understanding of their European Identity.

A9: Pupils with severe functional difficulties, learnt to participate in group activities and cooperate with each other. In addition, they improved their fine motor skills and they got acquainted with various materials. The touch with the materials and the making of the world map gave them a sense of the world, of the continents and of universality.

Evidence *

What evidence of work or evaluation is available for this activity if required for review by assessors? *Content limited to 1500 characters*

All the implemented activities and innovative programmes have been uploaded on our website: <http://blogs.sch.gr/dimeidkor/> and our Facebook page: 1ο Ειδικό Δημοτικό Σχολείο Κορυδαλλού

Many photographs and videos were taken during the activities and some power point presentations. The evaluations of some activities are kept in files with the programs minutes.

IMPACT EVALUATION FORM

ACTIVITY 1



IMPACT EVALUATION FORM

ACTIVITY 2



Version: 2

IMPACT EVALUATION FORM

ACTIVITY 3

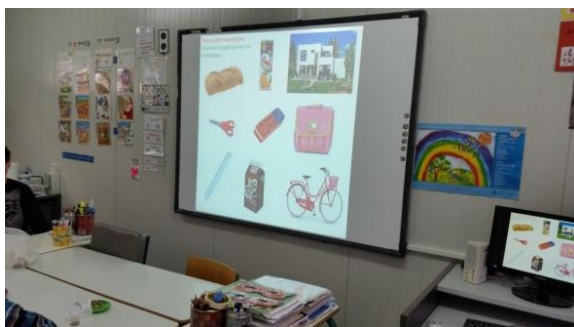
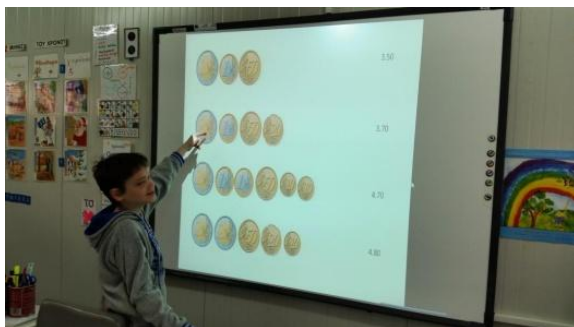
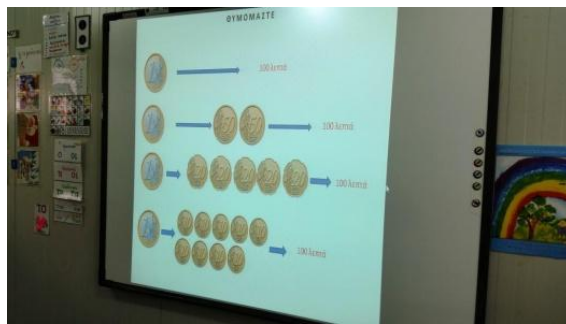
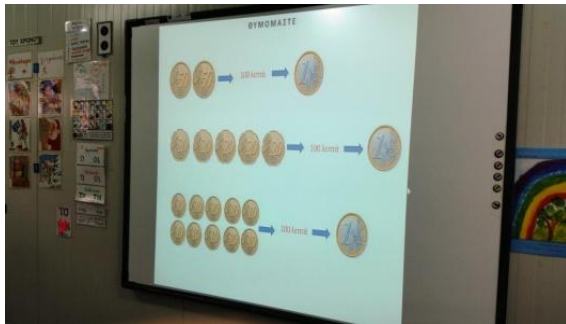


IMPACT EVALUATION FORM

ACTIVITY 4



ACTIVITIES 5,6,7,8 PHOTOS AND P.P.PRESENTATIONS



IMPACT EVALUATION FORM



IMPACT EVALUATION FORM

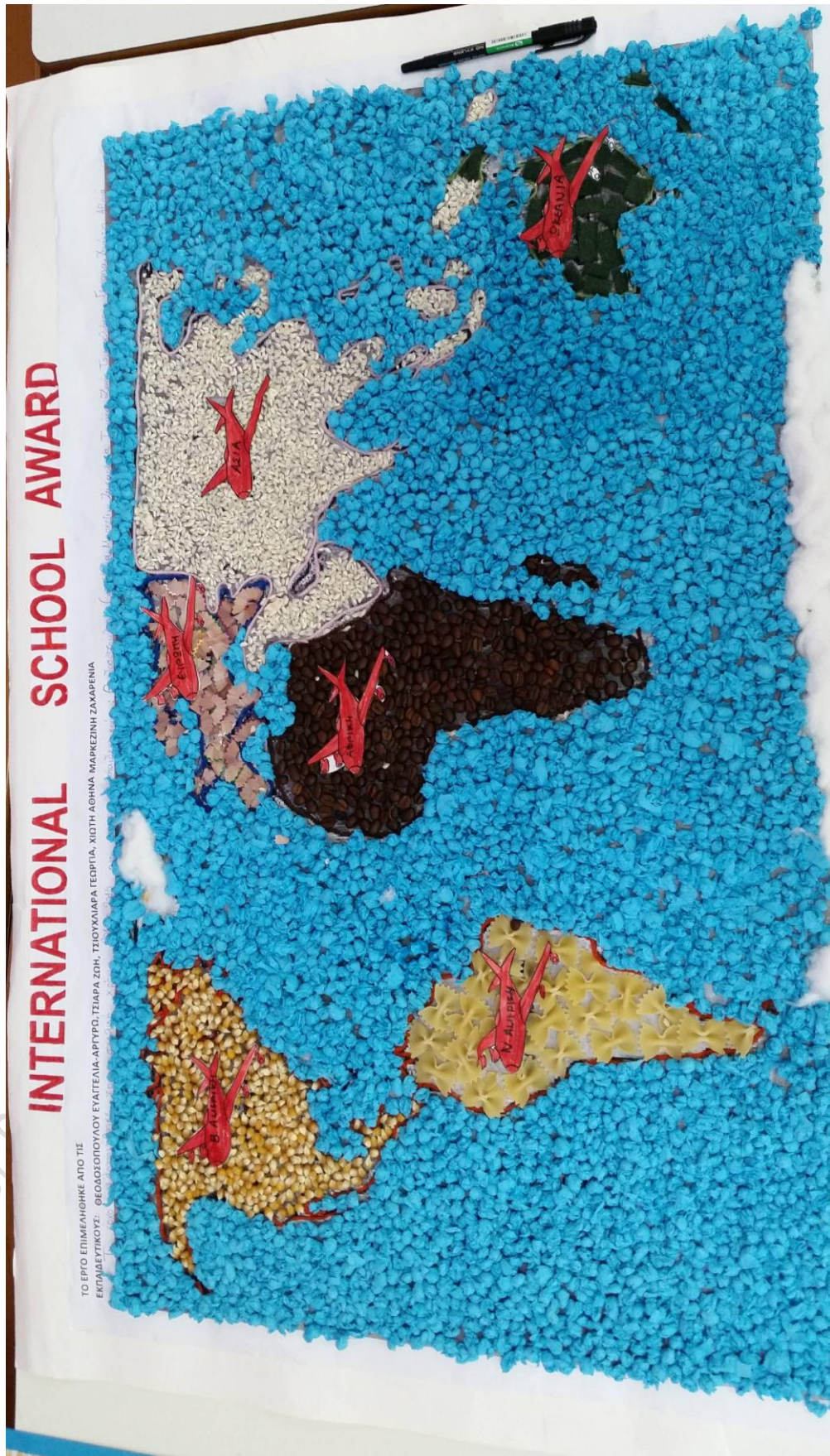


IMPACT EVALUATION FORM

ACTIVITY 9



IMPACT EVALUATION FORM



Step 4 – IMPACT EVALUATION:

Impact on Teachers *

Please summarise the impact of international learning activities on teachers and the school/school systems as a whole with specific reference to the development of the global dimension and international ethos. Content limited to 1500 characters

International learning activities, combined with innovative programs has an important impact not only on teachers but also on the whole multidisciplinary team.

- The exchange of good practises such as innovative methods, tools, teaching techniques and experiences, improve the educational knowledge of the staff on pupils with special needs with a wide range of disabilities.
- The participation of the staff to international learning activities, enhances their ability to communicate and teach, using contemporary ICT (interactive electronic boards, Power Point presentation, e-twinning, social media, interactive platforms), thus gives a new meaning to teaching and at the same time includes the global dimension of teaching with linking local and global issues.
- The discussion among the educational staff of significant topics, as teaching and learning, assessment, school curriculum and timetabling, indoor and outdoor activities, supplement the existing educational knowledge and enable them to develop an understanding of social and cultural similarities and differences between European partners and moreover develop strategies for a better understanding of global context.
- It must be highlighted that the educational staff can improve their didactic and pedagogical skills and increase their personal and professional development through international learning activities.
- Teachers contribute on the development of policies and ethos and ensure that pupils are better prepared for the global world in which we live. Our pupils are our future leaders and decision-makers, and making them aware of global concepts is critical if we are to address global issues such as poverty, health, education and discrimination, and prepare them for life in the 21st century.

Impact on Pupils *

Please summarise the impact of international learning activities on pupils' learning/engagement leading to them becoming global citizens. Content limited to 1500 characters

The participation of pupils to the International learning activities is a great way to understand that the actions of all people impact on others throughout the world.

- Pupils understand that the solutions to many global problems can be realised through genuine understanding of our mutual interdependence and of the interdependence between humans and the natural world.

IMPACT EVALUATION FORM

- Through International learning activities pupils recognise their contribution and responsibilities as citizens of this global community and get equipped with the skills to make informed decisions and take responsible actions.
- Pupils critically examine their own values and attitudes, compare with other pupils ways of life and learn how to make a difference.
- They obtain an appreciation of the similarities between people around the world and value diversity.
- International learning activities enhance the breaking down of the barriers for SEN pupils and the challenging of pre - conceptions. Thus, the encouragement of social inclusion of SEN pupils.
- Pupils understand the global context of their local lives while communicating with peers from abroad or while learning about foreign countries.
- Pupils develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enables them to make informed decisions about playing an active role in the global community.
- Pupils obtain a better understanding on concepts such as: global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions.
- Summing up, International learning activities encourage young people to develop a “world view” and see the world from alternative perspectives.

Impact on Community *

Please summarise the impact of international learning activities on the local community in your area and overseas. Content limited to 1500 characters

Bringing the parents, the educational authorities and the local community (neighbor schools, shops, neighbors), into the activities and encouraging their participation adds extra value to the objectives and outcomes.

- By communicating our activities to the community and the parents, we increase their commitment to what their children learn and ensure the continuation of global awareness at home and outdoors.
- International learning activities enhance the opening of the communities' view to more innovative and pioneering educational methods and introduce global and active citizenship.
- The establishment of long term bonds with neighbor schools, institutions and other bodies guarantee a stable cooperation far beyond the project.
- The dissemination of our goals and projects to the community will make its members more broadminded to diversity and moreover community will arise opportunities for the social inclusion and integration of SEN population. At the same time will provide opportunities for the sustainability of our objectives.

Our pupils are the future citizens of the world thus if the school has provided for effective strategies to help them unpack the complexities of the global dimension through the

IMPACT EVALUATION FORM

embedding of critical thinking skills, creative learning and empathy activities, then the new citizens of the world could make a difference.

Other programmes

Provide brief details of any other funding programmes, projects or accreditation schemes your school participates in. Please explain if/how these relate to your International School Award activities. Content limited to 1500 characters

Our school runs 6 innovative programs at the time:

1. "The little consumer" which is a project that runs with the collaboration of our partner school from Germany. Pupils have the chance to learn how to use euro, to make transactions and develop their social skills. Additionally, they learn about the value of the products, the value of the money, the differences between the countries, the importance of saving, about poverty and prosperity.
2. "Feelings and senses" which is a project for the development of pupils' feelings and senses through games and various activities. A chapter of the project was devoted to understanding the differences between people around the world on their facial expressions and body language.
3. "Let's play together". A project for the lower level pupils with severe functional disabilities which enabled them to learn ways of communication and socialization through game, board games, music kinetic events, hand crafts.
4. "What will I do when I grow up – An early vocational guidance". It is a project for the senior students which will help them in the future choices of their lives. We aimed mainly: to the development of their personality and the identification of their inclinations, the goals and priorities in their lives, to expand their knowledge in a variety of professions, to develop their critical thinking and their harmonious integration in the society.
5. "Live your life as it was music". A project run by two schools aiming to the expressions of pupils selves, thoughts and ideas through music, songs, music kinetic events, games and plays. There was a connection with the music of various places of the world and demonstration and crafting of various musical instruments not known in our country.
6. "Stop bullying project". A project against bullying. Pupils learned about the different kinds of bullying and through games, songs, theatrical plays and short drama plays explored ways to protect themselves and their peers.

Future Plans

Plans on sustaining the international ethos *

Please outline how you will sustain the international ethos in your school throughout the three years of your International School Award accreditation and beyond.

Our school has a long history on running innovative programmes and European projects and the continuance of such actions is absolutely certain. Thus, we will use once again these pathways in order to sustain our International ethos, expand our objectives to more global issues, connect the topic of our local society with those of a European and International level and continue working hard on making our pupils fully aware citizens.

An example of our effort to continue giving a European dimension to our educational system is the submission of an application form for the Erasmus+ project on March, 2015. It includes six European countries, thus once our application is approved, a door is opening for our school to learn, communicate and interact with different cultures and attitudes.

Moreover, the use of our blog (<http://blogs.sch.gr/dimeidkor/>) and facebook page (1ο Ειδικό Δημοτικό Σχολείο Κορυδαλλού), assists us on making our actions well known to our readers and followers and in this way make a difference to the public opinion.

Last but not least, our communication with partners and colleagues from abroad (through our previous Comenius project and Etwinning), our common plans and projects in some cases, the sharing of ideas and our interconnection, are important factors for the preservation of our goals and the sustainability of our outcomes.