

KARMOY MEETING MINUTES

Karmoy - Norway - May 3/7 2006

List of participants:

ITALIAN DELEGATION Giovanna Barzanò - project co-ordinator Virginia Ginesi Gianfrancesco Musumeci Emanuela Brumana Maria Cristina Zarrella	CZECH DELEGATION Vlastimil Fiala
NORWEGIAN DELEGATION John Rullestad (chair) Per Fagerland Andreas Holvik Linda Velle Sjoen	UK DELEGATION Jane Jones Michaela Thomas
Apologies: Catalunya team Rosangela Baggio	GUESTS Carmo Climaco - Portugal

Wed 3rd May

Welcome and orientation

Following the arrival of team members, John Rullestad and the Norwegian team welcomed all to Norway for the second full meeting of the SEEDS project. He clarified organisational matters concerning the accommodation and meals and the meeting programme was agreed. Giovanna reminded the group of the project objectives and of the work commitments that had been made. All national teams had made good progress in their collaboration with schools.

Thursday 4th May

Formal opening and initial presentation from Norway

John welcomed the group formally to the first full day's meeting. He especially welcomed Linda, new Norwegian colleague and Michaela, new British colleague to the project. Arrangements for the day were confirmed. A presentation by

John and the Norwegian team about Education in Karmoy and about how the SEEDS project is being developed in the region followed.

Regarding regional arrangements, John talked about the Viking heritage, explained the organisational structure and showed the group school data. He then concentrated on the main focus for schools led by the Pedagogisk-psykologisk Senter which is '*The learning pupil in the school for today and tomorrow*'. A list of priorities have been identified for development and full details of these are on the Power Point Presentation in the folder for the meeting (link to folder on website folder). He emphasised the large amount of collaboration between the Senter and schools and with other agencies and institutions such as with the University. A very high number of teachers were actively involved. Involvement with European projects is considerable with some 44 Comenius projects to date. The Government awarded a prize awarded recently for the excellent work with considerable credit to John. The team offered congratulations and considered this prize well merited.

SEEDS project and work in schools

Andreas talked about developments in the SEEDS project. He said the scope was very broad with multiple ways to work towards our aims - 'there are many roads to Rome'. He reviewed the key dimensions agreed in Montegrotto concerning Citizenship- participation, rights, responsibilities and relationships. Participation and responsibilities are very relevant for Norwegian colleagues and form the basis of their investigation. A key issue was to promote schools as professional learning communities with pupils fully involved in the learning process and recognised as individuals with their own learning needs. It was very important that the project added value in a very meaningful way to the ongoing work with schools. Evaluation teams were working with schools to this end. The European dimension was crucial in developing an 'international mindset'.

Linda presented the concept of the 'Individual Adapted Education' initiative, that is a major challenge requiring changes in role and working practices in schools. Students needed to take much more responsibility and teachers would need to adapt teaching styles in a new collaboration of learning. The Evaluation teams were working with schools to develop and monitor these practices. Per emphasised that the evaluation was about helping schools to develop professionally and to have a dialogue, ultimately to enable schools to evaluate themselves. Linda agreed that the aim was to help schools identify their own learning needs and those of teachers for the benefit of the pupils.

Visit to Holmen School

The group was warmly welcomed to this very 'special school' by the Head, Jakob Madsen. The school has currently 10 pupils and 5 teachers. The students have experienced disadvantage of various kinds and deemed difficult to educate in mainstream schools. *Holmen* gives them a completely fresh start starting from a winning position. They follow a normal timetable for parts of

the day but also engage in a range of practical learning opportunities that develop a range of skills. Prime amongst these is the building of the ship, a source of great pride and motivation. It is a project of ongoing collaboration with which former students identify. Jakob emphasised the importance of process and of the sense of pride and identity that is inspired. The students generally have to work within strict boundaries but the focus is on caring and developing responsibility. There is a high success rate and these pupils leave the school skilled and confident to take their place as contributing citizens. Students served a meal for the group with evident enjoyment and pride. This was much appreciated by the group. Jakob emphasised the strong team work but much credit, it was felt, goes to his leadership and personal hands-on involvement.

Presentation from the Czech Republic (CZ)

Vlastimil presented the results of his work in CZ. He had undertaken a small scale but very detailed piece of research in his school where he is Head since January. He had carried out interviews with and issued questionnaires to teachers and pupils and had obtained a series of detailed 'snapshots' of where the school is currently. These 1st level data had been computed and analysed and were presented to all colleagues on CD Rom. He had followed the guidelines agreed in Montegrotto, including using the Ways of Learning blob. The result indicated a high level of satisfaction overall with some concerns about communication and a lack of desire by students to become involved in and share responsibility for change.

The team was impressed with the work and the attention to detail. It was considered a fine example of reflective practice and of good leadership. The data provided clear insights into the next stage of research. The PowerPoint presentation can be found on the website attached to meeting outcomes.

Presentations from Italy

The Italian presentation concerns 2 activities: one is a school project run by the Istituto Comprensivo of Chiuduno, described by Cristina; the other is a research which is being undertaken by the STRESA network in three different schools, summarised by Giovanna.

1. Step by step, Cristina, a teacher who has a main role in the implementation of the project, talked about this 'experience' and described the project aims that sought to improve cooperation between adults and young people. The project had involved teenagers in a series of activities to encourage active citizenship and active participation in their school. She gave a PowerPoint presentation that included photographic evidence of the important influence obtained by the "Consulta Giovani" (*young people council*), a group of volunteers composed of teachers, parents, sport associations members, cultural groups members and Parish delegates. This team in the last years managed to project and realise inquiries into the pre-teens' use of free time and the meaning of young people representation. In co-operation with the local

school, the team also organised feasts for pre-teens that managed to be very successful in raising awareness and a sense of responsibility.

According to the SEEDS group the project is a good and concrete example of an active and responsible citizenship in a network dimension.

2. Giovanna explained how the research was incorporated into the work of STRESA network of schools, exploiting what was already underway and is therefore potentially sustainable outside of the project.

She presented the results of a case study of 3 lower secondary schools belonging to the network, the techniques and tools used in the interviews, in the focus groups and in the brainstorming activities by some teachers that had been trained for the purpose in advance.

The research has taken many aspects into consideration. The interviewers asked questions to some of the key actors: heads, teachers, students and caretakers that are important gate keepers in the informational sense as they have a privileged insight into the 'hidden life' of the school. The most important topics are:

- citizenship and democracy
- welcoming atmosphere
- respect
- project decision making
- norms and rules
- conflicts management
- resources allocation
- diversity
- sense of belonging
- participation

She emphasised the importance of the process of research in teacher learning.

At the end Giovanna presented some grids with the points of attention derived from the interviews and the focus groups. Giovanna attracted the attention of the group particularly on these points:

Heads

- Care for planning and decision making processes (balancing the role of teachers)
- Design of a policy to deal with citizenship and involve school staff in the issue

Teachers

- Clash of values with families (too much satisfaction of children's whims, underestimation of problems)
- Clash of values with pupils (no sense of responsibility, no balance between I and We, lack of commitment and motivation)

Pupils

- Sense of loneliness and interest for groups
- Fear, rather than taste for diversity
- Pleasure in breaking rules

Caretakers

- Satisfaction at being involved in school life with an educational role
- Awareness of the importance of a mediation role between teachers and pupils
- Importance of observing the more informal aspects of school life and to grasp more hidden aspects of pupils

She underlined the fact that the data derived must be analysed in some detail to gather meaning and insights, and to identify principles with transfer value.

Presentation from UK

Jane and Michaela made a presentation (to be found on the website) about Global Learning and the concept of Cosmopolitan Citizenship. With some responsibility for the developing bibliography, the presentation was based on some recent writing of Prof Audrey Osler, Professor of Citizenship and Human Rights Education at the University of Leeds. Key issues focus on an understanding of democratic citizenship 'outside of the national box' and an acceptance of responsibility for fellow citizens in the pursuit of equal opportunities. Students are genuinely concerned with world events as can be seen in their generous and genuine empathy when disasters occur, and also on their concern for ecological and environmental issues. Citizenship needs to be embraced on a broader level too, they proposed. Citizenship could be experienced, according to Osler as status, feeling and practice and these dimensions used as part of the analytical frame in our research.

Colleagues were invited to reflect overnight on issues raised and to share their reflections the next day.

Friday 5th May

School visit

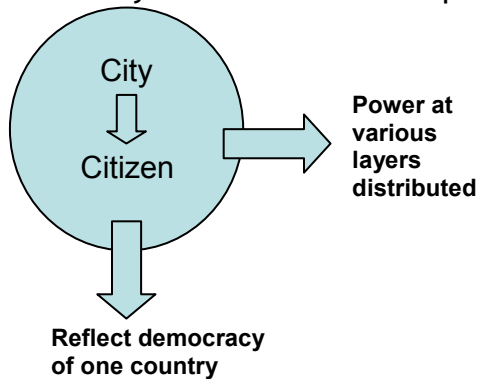
All undertook a morning visit to the Skudeneshavn School. Linda explained the origins of the project - The outdoor area as a learning area. The surrounding grounds had been landscaped to provide a 360 degree play and adventure area. This recognised the importance of play as learning and enjoyment and the need to develop the whole child. It also recognised that much learning takes place outside of the classroom or/and enriches that type of learning. It also develops social and collaborative skills such as negotiating, sharing, helping, turn-taking and so on, all important in young children's enactment of citizenship.

Key issues arising as the project team learning was underway on the ropes, musical instruments etc (many colleagues having a go on the swing ropes in the 'jungle area') included the issue of safety and the sense of belonging to the community. As a matter of interest, that day all the teachers were on a

learning day in Oslo and parents were in charge of school activities. It was another impressive experience for the group.

Afternoon roundtable discussion at the Senter

Jane, Carmo and Michaela took the shared chair for an open discussion. Jane started off with a review of key points arising from the national presentations. This was followed by a presentation of key questions from a typical ‘questioning teacher’ from Michaela who interrogated some of the points raised in Prof Osler’s work. Carmo said we needed to consider citizenship as ‘having the capacity to have a say in the ‘city’’ wherever that is located but other wise we would all invariably have different interpretations.



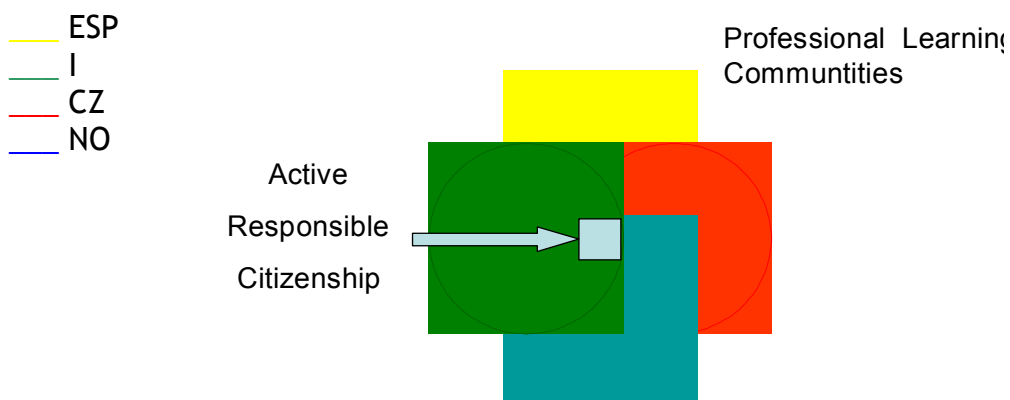
Issues arising in discussion included the use of power and to what extent there are equal opportunities for teachers.

Ways forward

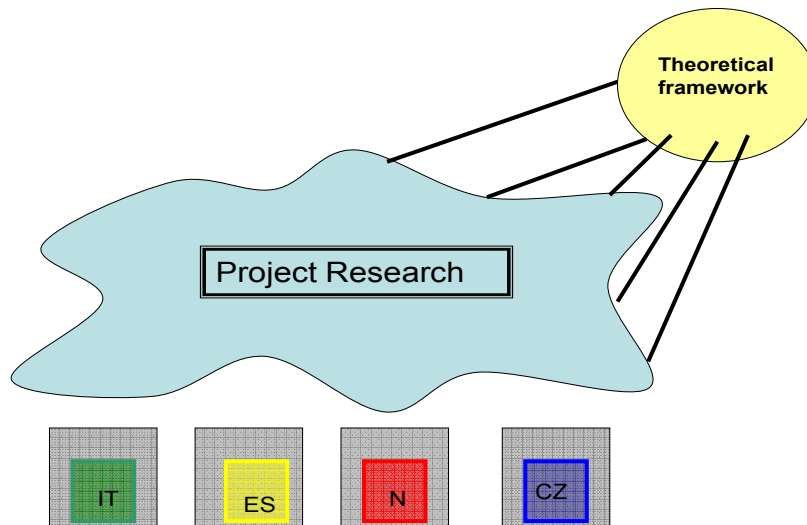
Giovanna reminded the team of the 5 objectives:

- School culture
- Selected experiences
- Teachers and their schools and projects
- Competences
- **Within case studies.**

Andreas presented a diagram to show how although we were pursuing rather different project aims, that there was an important point of overlap as a common core as in the diagram below:



Vlastimil suggested that we had all done the 1st level of investigation and that now we should proceed to a deeper level of analysis guided by an evolving conceptual framework, an idea he introduced with the diagram below:



Giovanna agreed and thought the 2 diagrams were mutually reinforcing. Jane said we should all focus on investigating what participation, responsibility, citizenship etc feel and look like as this approach enables rich description and the potential for meaning-making and deep analysis from the data. Giovanna said we should continue with our multiple case study approach for the next 2 years to do this and to undertake more empirical research about experiences in school. Our learning and framework would thus be emerging inductively.

Commitments

Norway

Interviews would begin the following week. There had been some collaboration with university colleagues and Jane would provide further mentoring. The work would be enabled by the Evaluation Teams. There would be focused evaluation of the IAE initiative.

CZ

Vlastimil would proceed to investigate communication in his school and with an action research project involving the introduction of a change as a challenge in his school to track the pupils' engagement with the change. This would be decided in collaboration with the students themselves.

Italy

The team would deepen the case studies and consider the projects the schools are involved in e.g. one is involved in the Pedibus project (about how young

children move around their town). A blob would also be made and perhaps some cooperation with an associated project on responsibility.

Catalunya

There would be a subgroup meeting in June with our Catalan colleagues to evaluate progress.

UK

Jane would continue to research and to provide stimulating reading. She would also act as mentor as and when required. Michaela would assist and also take some responsibility for developing the website, in terms of its appearance and also in beginning to group texts thematically so as to make the texts more cohesive.

The website

Michaela showed colleagues some ideas for improving the website and making it more appealing. It was important to draw the reader in fast and for the site to be enjoyable and easy to use. There might also be improved links on a thematic basis that would highlight the principles of our project framework. Carmo said slides needed some brief explanation of context. There was considerable support for all of this. In particular, it was decided that:

- Profiles were needed for Andreas and Michaela, and more for Andrea
- More was needed about Catalunya
- Ongoing bibliography from each country
- Course information to be published ASAP (in PDF format) - we need to attract applicants
- Thematic organisation should begin to include interesting experiences and documents of all kinds
- Michaela's enhancements to include background watermarking, some flying spirals, larger and nicer font, a repositioning of the menu to start.

Saturday 6th May

Organisational issues

- Gianfranco took team members through financial issues.
- The course was discussed and colleagues asked to recruit
- The shape of the final product was discussed. Our 1st idea was to have a kind of report with relevant headings followed by snapshots, experiences, descriptions and so on. It would be cheapest to publish it in Italy.

Carmo Climaco, as External Evaluator, in closing the meeting said the meeting had produced very rich learning. She thanked everyone for their contribution and especially our Norwegian hosts for their wonderful hospitality and care that had begun long before the meeting itself. The meeting was formally closed and was followed by a cultural team learning experience to the Hardanger Fjord and Rosendal and farewell dinner.

Jane Jones, proposed and seconded as Minute-taker
June 2006