

Rákospalotai Meixner Általános Iskola és Alapfokú Művészeti Iskola

Erasmus+ mobility project overall report

One of the most intrinsic goals of our school is inclusive education. We provide a harmonic environment to students with speech disorders as well as to students who deal with behavioural, and learning disabilities, to enable their growth. Due to our institution's unique methodology, many fellow teachers, practicing or in training, visit our school.

It is important for us to have up to date expertise in inclusivity, as well as subjects that fall further away from our methodology, and to be able to foster artistic growth, on par with other European institutions. Apart from this, we expressly focus on a communicative approach to ESL teaching in our school. We wanted to further our progress on all of these fields, which this project wanted us to do. Furthermore, we wanted to use this opportunity to share our successful educational methodology on an international level.

We wanted to provide extensive international practice opportunities for our colleagues, and to create a professional group to start a different innovation process. Specifically, we wanted to implement improvements on three different fields:

1. The methodology, tools and procedures of activity-based mathematics teaching being applied first and foremost among the first four grades.
2. English language courses specifically designed to ensure that pupils with language difficulties can learn to use the language in their everyday lives, enabling them to get help on multiple levels. Also, we would like to create a basis for fostering the growth of talented students.
3. In the field of inclusive education, the learning and the application of procedures, methods, communication options to facilitate integration, with special regard to artistic growth, as our school also functions as an elementary art school.

Eight international learning opportunities have already been implemented to achieve these three main goals.

1. Two of our teachers took part in two different mathematics courses in Nicotera. Since one of them was still a trainee at the time the training proved valuable to him on multiple levels.
2. One of our assistant teachers took part in an English language training in Malta, and a colleague did the same in Exeter - this training was specifically designed to use everyday English. Our English teacher trainee participated in a language - methodological training in York.
3. The trainings and mobility, our colleagues have participated in, relating to inclusion were very diverse. One of our trainee colleagues underwent an English-language training course on communication with pupils requiring special treatment in Malta. Our experienced, but struggling form teacher - who also works as the form teachers' team leader - participated in a mobility improving soft skills in Florence. At the same time, our trainee art teacher colleague took part in a training course in art therapy.

A change in attitude towards our methodology concerning mathematics teaching has begun in our school. In the first four grades, the activity-based mathematics education has become our basic approach. Although there is still much for our teachers to improve and learn in this area, they are already adept at using everyday tools to demonstrate

mathematical concepts. The language competencies of our special education colleague (who is also involved in helping our students develop their self-learning abilities) have clearly improved. She is able to provide help those who come to her regardless of what individual issues our students may have. Our trainee English teacher colleague applied her acquired methodological knowledge and shared its application within the language working team.

As a result, the small group who joined the English language courses at a later time was able to catch up successfully. Our colleague - who is mainly responsible for free time activities - participated in language training and shared the playful activities she learned with her co-workers which can aid orientation and preparation.

Thanks to sharing their knowledge, our form teachers could use a number of communication-, and conflict management techniques. The art therapy methods we learnt were able to be applied not only in the field of artistic education, but also in the development of social szefoglaló magyarul és ancompetence. An internal professional team has been created, which could be our engine for further innovation.