

Osnovna šola Marije Vere

Moja - tvoja - naša šola

Co-funded by the
Erasmus+ Programme
of the European Union



My - your - our School

Erasmus+ KA1 project

1.11.2023 - 30.4.2025 (18 months)

01

Presentation of the school



Maria Vera Primary School runs a compulsory and extended curriculum based on the nine-year primary school curriculum. The compulsory curriculum includes compulsory subjects, elective subjects, activity days and departmental community hours. The extended programme comprises supplementary and additional classes, extended stay, morning care, extra-curricular activities and a school in nature. The school also offers foreign language and computer courses, camps, excursions, competitions and other activities that are in line with the school's annual work plan and are agreed upon with parents. In addition, we run a wide range of sporting activities within the

school sports club. The school also has an active cultural association, Verine zvezdice, which provides cultural activities for pupils (folklore, choirs, school musical, improv school and teachers' theatre group) and an activity to encourage exercise and teachers' healthy lifestyle, called Vera's Actives.

The school has applied for Erasmus+ calls in 2018 and 2020. Based on our active work in KA1 projects, we have also been invited to participate in the KA2 Strategic Partnerships project, coordinated by a Swedish organisation. We want to build on our knowledge and skills from past and ongoing projects with a new project that is a meaningful continuation of the KA1 projects Healthy Living for Flexible Thinking and Nature Educates Us and KA2 MindsetGO 2.0.



The school is attended by 600 pupils from 5 to 14 years of age. The school employs 57 teachers and 15 non-teaching staff. Pupils with special needs are also included in the regular curriculum and are provided with additional professional support (in and out of their home departments). The school also has a large number of migrant pupils, mainly from Bosnia and Herzegovina, Macedonia, Montenegro, Kosovo and Albania. These pupils often have communication difficulties due to their poor knowledge of the Slovenian language. They are offered assistance in learning the Slovenian language for foreign pupils. The school is located on the outskirts of Kamnik, where the socio-economic environment is worse (distance from cultural institutions, libraries, secondary schools, etc.), which may have an impact on the lower educational opportunities of our pupils and the lower expectations of their families.

02

Why we applied for the project?

At Maria Vera Primary School, we have a large annual influx of immigrant pupils (5-10%). Based on class teachers' reports, we have identified the problem of poor integration of immigrant pupils into the school community. These pupils have a less developed social network and find it harder to solve their learning problems. This leads to lower achievement, lower motivation for school work and more absences for school. We want to share knowledge and good practices with other mobility participants on an international level while building a network for lasting cooperation. At the school level, we want to contribute to better learning outcomes, reduce the number of absences from school and have better employment opportunities for all project participants and the parents as project stakeholders. At a local level, we want to contribute to the democratisation of society based on European principles, which emphasise that diversity is enriching and must be integrated for the progress of all.

03

What we want to achieve with the project?

We recognise the need to empower pupils to **accept differences and to develop skills for peer support and belonging to the school community**. On the other hand, we want to increase **motivation for schoolwork** and participation in school activities **to develop a positive school climate and well-being**. For immigrant pupils, we want to develop **a range of volunteering activities** where language is not a barrier and which will contribute to their positive affirmation in front of their peers (helping the school's non-teaching staff in the library, kitchen, accompanying younger pupils, decorating the school etc.).

At the same time, we want the volunteering activities to be an opportunity to meet informally with other pupils in the school and to develop **a sense of belonging to the school and school values**. The pupils who take part in the mobility will be promoters for new activities at the school. We also want **to involve parents** in intergenerational volunteering activities.

04

Project goals

The school faces the problem of the educational and social integration of immigrant children. At conferences, teachers often report poor learning results for these pupils, a high number of unexcused lessons, especially at the subject level, and consequently lower integration into the department and the school community. All pupils are also less active in volunteering for activities that contribute to school improvement and peer support. The school's situation analysis also highlighted the problem of a low sense of belonging to the school community and school principles. We believe that there is a need to offer pupils a wider range of volunteering activities. In this way, it would be easier to integrate immigrant pupils into the school and departmental

community. Pupils with language, socio-economic and behavioural difficulties can also benefit from such activities. As a result of all the above and the concomitant post-COVID problems due to reduced social interactions, we observe that there is a poorer social and working climate among pupils at the school, which in turn is reflected in the well-being and motivation to work of teachers and other non-teaching staff. As a result, the pupils set themselves lower goals and achieve lower results. Parents of migrant children lack a social network outside their communities and are unable to help their children progress at school. This resulted in all those involved being perceived as having lower aspirations. Parents, however, expressed expectations for improved learning outcomes and better cooperation with the school, as well as a reduction in absenteeism and conflicts between pupils. The school aims to improve the overall wellbeing (of pupils and staff) in all areas (social, emotional, mental and physical), to reinforce a positive school climate (through approaches such as Growth Mindset) and to develop ownership of the school's policies and community. In this way, we aim to increase the involvement of pupils and parents (and through them, the local community) in the educational process. We want to develop innovative teaching approaches that enable our pupils to feel at home in school (in line with the principles of the European Educational Strategies and the School's Mission Statement):

- safe, accepted and happy,
- have adequate material opportunities for harmonious psycho-physical development,
- to develop the skills to cope with the demands of an unpredictable life,
- feel a sense of belonging to the community; and
- develop a culture of inclusive interpersonal relationships.

In this way, we aim to improve and upgrade the pedagogical practice in the school and to become visible in the local community in the field of developing a positive school climate based on the participation of all stakeholders (pupils, teachers and parents).



Overview of the goals

GOAL 1

Develop a range of voluntary activities to integrate immigrant pupils

The school does not have a sufficiently broad and well-developed range of voluntary activities that allow pupils to meet immigrant pupils on an informal basis and to form interpersonal relationships that will form the basis for peer support and integration.

GOAL 2

Increased involvement of all stakeholders (pupils, parents, teachers) in voluntary activities at school

Pupils do not take part in voluntary activities and thus do not have the opportunity to meet immigrant pupils informally and develop social relationships. Immigrant pupils do not have the opportunity to use the Slovene language informally outside school activities. At home and in their free time, they mostly use their mother tongue, which is not Slovene. Parents also have problems with integration into the community of parents, because the lack of use of the Slovene language (especially by mothers) is a major barrier. This also creates intercultural barriers and prejudices. We therefore want to involve all stakeholders in volunteer activities that are linked to the maintenance of a well-organised and encouraging school environment and contribute to integration and belonging.

GOAL 3

Raising overall well-being at school

An underdeveloped sense of belonging, acceptance and inclusion at school leads to lower motivation to work. Pupils and teachers often fail to meet targets or set targets too low, leading to poorer learning outcomes and overall well-being. As a result, parents are also dissatisfied.

The My-Your-Our School project will help build an inclusive community of pupils, teachers and parents at Maria Vera Primary School. The target group of the project is mainly pupils with fewer opportunities due to linguistic, cultural or socio-economic barriers. Through the project, we want the pupils to get to know immigrant pupils in informal gatherings and build a school community of learners based on the school's principles of acceptance, inclusion and cooperation. In this way, everyone will develop skills for inclusive interpersonal relations. Teachers will develop skills to cope with the demands of unpredictable life and persistence in learning to achieve real results through innovative approaches to develop a positive school climate and attitudes to learning. Through positive attitudes to learning, we aim to raise the level of learning achievement, enabling immigrant pupils to have opportunities for further education and teachers to enjoy their teaching work. The project will also indirectly involve immigrant parents, who will get involved in the local community through voluntary activities at the school.

Students will observe volunteering activities and student involvement during the mobility and use this to make presentations and proposals for recruitment in their own school. They will prepare a presentation for their own department as well as for the school community of learners, thus contributing to greater involvement in the planning and implementation of volunteering activities. We want them to become promoters of the activities in their school.

Teachers will observe from a teacher's point of view the ways in which parents and pupils are involved in volunteering activities and will plan a range of their own activities at their home school. At the same time, they will observe activities to develop a positive climate, evaluate them with partners and plan how to implement them in their own school. Teachers will also involve pupils in the planning of activities to contribute to their sense of worth and belonging.



GROUP01 (Spain)

Students will actively participate in lessons with their peers at school. The main focus will be on developing linguistic competence in Spanish. At the same time, they will learn about Spanish culture. They will present the Slovenian language and culture themselves, developing motivation to learn and self-initiative and originality. Their presentations will focus on the active use of ICT technology. Through social and informal activities, pupils will make new friends, overcome fears and prejudices, learn to accept differences and develop social competencies. They will exchange

ideas with their peers at a round table for volunteering activities in their own school and plan together how to integrate them in order to improve the inclusion of students in the school community. They will learn about opportunities for intercultural cooperation and enrichment through diversity in the European school environment.

GROUP02 (Romania)

Students will actively participate in lessons with their peers at school. The main focus will be on developing an attitude towards their own culture and history. At the same time, they will learn about Romanian culture. They will present their own Slovenian language and culture, developing their motivation to learn and their self-initiative and originality. Their presentations will focus on the active use of ICT technology. Through social and informal activities, pupils will make new friends, overcome fears and prejudices, learn to accept differences and develop social competencies. They will work with their peers to prepare a presentation that will include historical and cultural similarities and differences between the two organisations. They will develop a spirit of inquiry and a sense of analysis. They will present ideas for volunteering activities in their own school and plan together the integration of cultural activities to improve the inclusion of students in the school community. They will learn about the possibilities of intercultural cooperation and enrichment through diversity in the European school environment.

GROUP03 (Sweden)

Students will actively participate in lessons with their peers at school. The focus will be on developing social competences, as the exchange will try to include students with additional support who have specific deficits in this area. We will try to do this mainly through joint physical and social activities. At the same time, they will learn about Swedish culture. They will introduce themselves to the Slovenian language and culture, developing their motivation to learn and their self-initiative and originality. Their presentations will focus on the active use of ICT technology. Through social and informal activities, pupils will make new friends, overcoming fears and prejudices, learning to accept differences and developing social competences. They will try to create a dance with their peers to innovatively present a way of including everyone, regardless of their weaknesses. They will then present the dance activity to their peers.



Students

- active use of a foreign language - they will write a short account of the activity in the foreign language and send it as a thank you to the host school
- use of ICT technology to present the school/culture/mobility - they will create a presentation using ICT technology to present the mobility in their department
- active observation and research - they will keep an observation diary - they will present ideas for volunteering activities in the school and be promoters of them at a meeting of the school's community of learners

Teachers

- develop organisational skills (planning, implementation and evaluation of mobility with students in active cooperation with the partner organisation) and team-planning skills - they will work as a team to develop a mobility plan and evaluate it after the mobility.
- improve their foreign language skills - they will write a summary of their mobility in a foreign language
- build and maintain their network of partners for further international cooperation

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