

European course COMENIUS 2

Lycée Professionnel Agricole (LPA) ST REMY DE PROVENCE,
France
March 11TH-15TH, 2008

Developing autonomy and involvement of students in the daily life of a college through a participative school strategy

FILE 2- PREPARATORY DOCUMENT



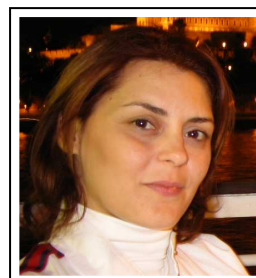
Marie-Odile NOUVELOT

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Stage Comenius 2.2 FR .2008-178-001

PRE- REGISTRATION FORM

Family name : KARACHALIOU
First name : NIKI
Age : 33
Job, position : PROFESSOR OF ANCIENT AND MODERN GREEK



Characteristics of your institution / school

Main fields of activity (courses, levels, options, research ...): GENERAL SECONDARY EDUCATION – HIGH SCHOOL (SENIOR)
Teaching by levels only in foreign languages
Options of selecting courses only at the third grade

Number of students : 70

Number of Teaching staff : 18

Number of students in the boarding school/ residence : None

Professional experience in :

-Involvement of students in learning activities: 9 YEARS OF TEACHING IN PRIVATE AND PUBLIC SCHOOLS - TEACHING IN MASTER'S DEGREE PROGRAM OF UNIVERSITY OF PATRAS

Involvement of students in extra curricular activities: ORGANISING EDUCATIONAL EXCURSIONS, PARTICIPATION IN STUDENT COMPETITIONS AND ONE-DAY SEMINARS

-Change of organisation (time, space, rules...): CHANGE OF THE TEACHING PLACE OF LITERATURE (LIBRARY)

- International exchanges : ERASMUS PROGRAM FOR 6 MONTHS IN BARCELONA, SPAIN (1994)

Language(s) spoken : ENGLISH, SPANISH, GERMAN Language(s) written : ENGLISH, SPANISH, GERMAN

Name and address of your institution :

LYKEIO DERVENIOU
DERVENI KORINTHIAS
20009 - GREECE

Telephone : 0030 2743032178

Fax : 0030 2743032178

e-mail : INFILAN@OTENET.GR

A 2 EXPECTATIONS

2.1 What concrete results do I expect from the Comenius course ?

- ♦ For me ...new experience and knowledge

Inspiration for new teaching approaches

- ♦ For the students of my college ... transmitting of my experience and motive to start new ways of organization of the school.
Implement of innovations

2.2 What elements will I contribute in Comenius course ?

- ♦ My ideas ...

Exchange of opinions and experience with other colleagues
Comparative analysis of education data of every country

Please send back this form to Michelle FIZAINE
(michelle.fizaine-thomas@educagri.fr), BEFORE February 29th; Thank you.

B Vocational education in my country - .

Aim : Sharing a minimum of common information on vocational education in the participants' countries. Introducing vocational education to those who are not familiar with it.

Instructions: Please, give some information on the features of vocational education in your country or region.

Use: These forms will be joined together in the file of the participants

VOCATIONAL EDUCATION IN OUR COUNTRY

Country : GREECE

Vocational Courses and diplomas :

Vocational high school (T.E.E.) which gives vocational diploma of many technical specializations

Number of students in vocational education :

- by level :

- male/female :

Number of vocational colleges :

- technical training :

- vocational training :

Partition of education : public : % private : %

Do the vocational colleges also :

- dispense training for young people though apprenticeships (day/block release course) NO

- Dispense vocational training for adults YES

- Disseminate research and experimentation YES

- Organise social and cultural events YES

What changes and innovations have been encouraged by your country since 2003 in technical and vocational training which concern :

- the curriculum (programme, content, evaluation methods ...) : ESTABLISHMENT OF VOCATIONAL SCHOOLS AND SPECIAL WORKSHOPS, INCREASE OF THE OFFERED VOCATIONAL EXPERTISES

- the status of students, the student life : PARTICIPATION OF STUDENTS WHO REALLY HAVE A TALENT FOR TECHNICAL PROFESSIONS , CONTACT OF THE STUDENTS WITH REAL PROFESSIONALS OF THE CORRESPONDING EXPERTISES

- the profession of the teacher : MORE " FREEDOM" OF THE TEACHING METHODS – SUPPLY OF SPECIALISED GEAR AND BOOKS

- the organisation and autonomy of schools : ORGANISATION AND PROGRESSIVE IMPROVEMENT OF THE WORKSHOPS AND THE LABS

- other :

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C - INVENTORY OF Empowerment situations in your school.

Aim: Reviewing the autonomy and initiative given to students in your school.

Instructions: Please, gather a small group of students to make a list of the principal possibilities which are given to them to take initiatives and responsibilities in the school life.

Use: These forms will be joined together in the file of the participants

Please, give below concrete examples of empowering activities or situations concerning

A-① **School life** (boarding school, school catering, discipline, space, time ...) ...

- INCORPORATION OF PREPARATION AND SUPPORT COURSES TO THE DAILY TIMETABLE
- DIVISION OF ONE AREA INTO TWO SEPARATED CLASSROOMS IN ORDER TO HAVE SPACE FOR TWO DIFFERENT GROUPS OF PUPILS

A-② **Extra-curricular activities** (sports, free time, clubs,...)

- ORGANIZATION OF THE STUDENT EXCURSION (WITH DURATION OF 5 DAYS) ON THEIR OWN (HOTEL AND TICKET BOOKING , PROGRAMME OF THE SIGHTSEEING E.T.C.)
- INITIATIVE OF THE STUDENTS TO ORGANISE SPECIAL EVENTS AND PARTIES IN ORDER TO SAVE THEIR OWN MONEY REQUIRED FOR THE FIVE – DAYS EXCURSION

B-① **Course and subject choice , orientation...**

- PROPOSAL OF COURSE SELECTION AND ACHIEVEMENT OF ARCHITECTURAL DRAFT AND DESIGN AND GERMAN LANGUAGE COURSES IN THE SCHOOL (WHICH ARE NOT IN THE BASIC STUDIES PROGRAMME)

B-② **Leisure activities** (breaks, clubs, evenings, festivals, associations ...)

- IN MY COUNTRY THE FESTIVE DAYS ARE MANY SO IS THE ORGANISATION OF THE STUDENTS !!
RECENTLY (27/2/08) WE CELEBRATED A FESTIVE DAY (SOMETHING SIMILAR TO HALLOWEEN) INTO THE SCHOOL AND THE STUDENT ORGANIZED THE CATERING AND MUSIC FOR THE WHOLE SCHOOL

C **Access to new technology for personal development, tutorial** (library, , computers, Internet ...)

- STUDENTS REQUIRED AND ACHIEVED A “QUICKER” INTERNET LINE (ADSL LINE) FOR THEIR COMPUTER WORKSHOP

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D – Presentation of a recent example of change in the daily organization of the establishment

Aim: To think of the way in which changes are usually implemented in the daily organisation of your school

Instructions:

1. Please, choose individually or collectively (with a small group of colleagues and students) an example of change of organization, even minor. Example: a change of room, timetable, rule, restoration of a room, new. equipment
2. Describe precisely, step by step, the process of change, for example using the screen below

Use: These forms will be joined together in the file of the participants and will be used at the end of the training course to work on your action plan.

TITLE: DIVISION OF ONE CLASSROOM INTO TWO SEPARATE CLASSROOMS

**EXPECTED RESULTS: TWO DIFFERENT GROUPS OF 15 STUDENTS INSTEAD OF ONE OF 30
BETTER CONDITIONS FOR STUDENTS AND TEACHERS**

STEPS:

1. STUDENTS' INITIATIVE FOR THE CLASS DIVISION
2. DISCUSSION WITH THE DIRECTOR
3. APPROVAL OF THE MINISTRY AFTER DIRECTOR'S REQUIREMENT
4. STUDENT BOUGHT THE MATERIAL NEEDED WITH MONEY OF THE SCHOOL
5. STUDENTS CONTACTED WITH TECHNICIANS
6. INVOLVEMENT OF STUDENTS IN PAINTING AND OTHER WORK IN THE CLASSROOM

RESULTS,:

VERY POSITIVE FOR STUDENTS' PROGRESS AND SCHOOL LIFE
TEACHERS WERE ABLE TO WORK UNDER BETTER CONDITIONS

EVALUATION:

Not officially evaluated
ONLY BY STUDENTS PARENTS AND TEACHING PERSONNEL

DIFFICULTIES:

1. COMPLICATED BUREAUCRATIC PROCEDURES WITH THE MINISTRY
2. CHANGE OF THE TIMETABLE – NEED FOR MORE TEACHERS

OVER COME OF DIFFICULTIES:

1. PATIENCE !!!!
2. DIRECTORS' PROPOSAL FOR HIRING MORE TEACHERS

