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8 Easy Steps to Set up a Project!

Contact

eTwinning is the online community for schools in Europe. eTwinning offers an online platform for teachers to communicate, collaborate, develop projects, share and be part of the most exciting learning community in Europe.

Getting involved in eTwinning is easy. Just register on the online eTwinning portal, eTwinning.net.
Registered users can then access eTwinning Live, the entry point to the community of eTwinning. eTwinning Live enables users to find project partners and share resources, practice and ideas through its social networking features. Users can interact collaboratively in projects with their pupils and partners through a special tool called TwinSpace, a private and secure working space for all project members.

eTwinning is funded by the European Union and administered in participating countries by a National Support Organisation (NSO).

Léargas is the National Support Organisation for eTwinning in Ireland. The NSO is at your disposal to provide technical and pedagogical support, promote eTwinning across the country, organise professional development activities, and much more.

An Introduction to the National Quality Label

The eTwinning National Quality Label (NQL) provides concrete recognition for teachers and students who have achieved excellence through an eTwinning project. NQLs boost motivation, and are public affirmation of a school's commitment to quality and openness in European collaborative work.

This e-book presents a selection of NQL winners in Ireland in 2020 as well as some useful information on creating projects. As you will see, the projects vary widely in theme and content but the commitment to digital collaborative work and pedagogical innovation is common to all. We are very grateful to the teachers who have allowed us to feature their work in this booklet, and we hope its readers are inspired to apply some of these innovative approaches to their own projects in the future.

Culture 4 Kids — Beyond the Textbook

Grainne Nugent, St Brigid's Primary School

Background

This project brought together 6 countries to explore the many facets of culture with a focus on activities that would engage children 'Beyond the textbook' and classroom walls. This collaboration allowed pupils to share their experiences and to become aware of the importance of Europe's cultural heritage through education and informal learning.

Project Aims

The project aims to familiarise children with the cultures of the 6 partner countries through taking part in a variety of cross curricular activities. The objective is to utilise creative ideas including Art and ICT to engage pupils and teachers with the topic of Cultural Heritage. We hope that students gain an appreciation of traditions and culture in their own countries and that of others. As well as this, we hope to increase ICT skills including communicating and collaborating with others. We hope to use gamification of learning to engage our learners and motivate our staff cohort also.

Project Work

Teachers planned out their topics for the year based on the culture theme and linked them in a way that suited their own class level. Gaeilge was introduced into the project at all levels as well as Drama, English, Music and Art. We created a magazine about UNESCO sites in each country and taught the children about the importance of the UNESCO programme in preserving cultural sites. Each partner school created the Story of my Town to share with the others and shared their Christmas and Easter Customs both virtually and through posting various items. A recipe book was also created with each partner country trying out another recipe from a different country.

This aspect was created during a European lockdown so provided huge motivation for the children involved. Upon returning to classrooms after initial lockdown we created a collaborative 'Jerusealema' video where we celebrated our return to school.

Outcomes

Pupils developed many skills and competencies. Researching correctly and filtering incorrect information on the internet was something they learned that they were not competent at before. Digital skills were improved by activities such as creating digital books and recording audio books. Critical thinking was also evident within the crafts activities as they used mediums, they were not familiar with previously. Pupils improved their teamwork, communication skills and collaboration within their own class and their partners in other schools.



Language Power #EDLComp19

Cecelia Gavigan, Balbriggan Educate Together

Background

This project brought together students from different countries to celebrate The European Day of Languages on the 26th of September.

Project Aim

The main aim of this project was to raise awareness of Europe's rich linguistic diversity and encourage lifelong language learning in and out of school. It is our hope that students be exposed to new cultures and learn the alphabet of other European languages along with developing their creativity and learning about other European countries in an engaging way.

Project Work

The pupils created postcards for each partner school with a greeting in English and an additional language. Students were asked to design the postcards to represent what European Day of Languages means to them. We recorded videos to share with our partners and utilised various eTools to make the project engaging and to share information in innovative ways with our partners. When engaging with and responding to the work that our partners posted on the Twinspace, pupils were encouraged to consider how to give feedback in positive and respectful ways. Most of the work was conducted in class, but pupils also did some independent work along with work at home with their parents. When in class, we used pedagogies like whole class discussion, think-pair-share-square, small

group work and one-to-one discussion. Finally, the physical outcomes of the project were used to create an eTwinning display on the corridor of the school to share our learning with the wider school community.

Outcomes

As a result of the project, the pupils became more interested in and increased their knowledge about the countries across Europe who had participated in the partnership. Pupils who were multilingual were given an opportunity to feel proud of their home languages. It was a beneficial learning experience for the pupils, not only in terms of cultivating a sense of European identity but also in encouraging the celebration of cultural and linguistic diversity, community integration and mutual understanding among members of the school.



We are creating STEAM embassies in the European school network

Sinead Counihan, St. Damian's NS, Dublin

Background

Our Erasmus plus KA1 eTwinning project involves schools from Sweden, Turkey, Ireland, Romania, Latvia and Italy and children between the ages of 11 and 15. Activities revolve around creating a STEAM (Science, Technology, Engineering, the Arts and Maths) club in each partner school. Activities are then devised and shared between all partners through use of the Twinspace.

Project Aims

This project aims to transform theoretical knowledge into practice, product and innovative inventions, and incorporate it into partner country's curriculum. STEAM education develops the skills of creativity, scientific thinking, algorithmic thinking, critical thinking, problem solving and flexible thinking.



Project Work

As part of our Erasmus plus funded project, children are engaged in learning activities from our first 4 mobilities and are sharing their experiences. This will continue throughout the academic year with more activities being showcased and shared. Children in all 6 partner countries are completing the same activities and lessons in Science, Technology, Engineering, Arts and Maths. This sharing will have an increased online presence in the final months of our project due to the Covid-19 pandemic. Children are completing projects related to science (experiments from Turkish Mobility) video making, coding (activities from Swedish Mobility), engineering (Irish Mobility) and arts activities with an environmental focus (Romanian mobility). More activities will be added using virtual mobilities to Latvia (focus on maths) and Italy (focus on STEAM and how all subjects interconnect in terms of learning and skills).

Outcomes

Students were involved and interested in this project and their learning. They have made friends from other countries and have shared our culture whilst learning about other countries. Children engaged with fun, motivating and hands-on learning activities. It has provided them with an educational experience which will have lasting effects in terms of their development as European citizens and knowledge of our European neighbours. As teachers we will also compile an e-book of all activities with curriculum links as a final product for use in all our schools. This resource will be made freely available to teachers from all countries and will be posted on the eTwinning network when completed.



Four Ways to Change

Ciara Rock, Salesian College Copsewood

Background

The concept for the project came from the students themselves after having the opportunity to meet their Spanish counterparts last November in our school. They brainstormed ideas and consensus was based on a plan to combat climate change. They decided on several keys area to focus on and that is where they got their title: 4 ways to change. The students wanted to highlight ways we can all make little changes that can make a difference and were interested in exploring these ways via technology and by incorporating music and song.

Project Aims

The main aim of this project was to increase the student's awareness of climate change and to teach students on how they can combat climate change in their everyday lives. We aimed to develop group work skills through the project and teach responsible use of technology and also to make crosscurricular links with relevant subject areas like Science, Maths and Geography.

Project Work

Students worked together in small groups and created posters, took part in a recycling project, participated in a clothes swap with partner schools and put together a dance video. As much as possible the Irish students were provided the opportunity to develop vocabulary in the area and develop ideas and opinions about climate activism and taking responsibility in the area of global citizenship. They worked in small groups of 3 or 4 students on different tasks along with individual research.

The students were encouraged to complete research on project areas they had chosen themselves and used technology during lockdown to create video presentations of same. A lot of the project work was done remotely following lockdown. Luckily, all participants had access to a device and were able to communicate with teachers, classmates and fellow eTwinners.

Outcomes

Through participation in this project, this awakened a greater interest in the environment and students began to get an understanding of the importance of fighting climate change. The students were also able to exchange knowledge through collaboration, develop critical thinking skills, improve communication skills and foment best practice strategies regarding the use of technology.



Get Up and Goals!

Viki Malcom, Kings Hospital School

Background

Get up and Goals was a project developed to raise students' awareness of the challenges of sustainable development in the world and encourage them to be informed citizens.

Project Aims

The aim of the project was to enable students to learn more about the UN Sustainable Development Goals and to create action projects based around the goals. The intention was for students to become aware of the major global justice issues in the world we live in. We hoped that they would learn to conduct independent research on this area and be able to identify trustworthy information and sources. Also, to work confidently in small groups to plan and execute an action project in relation to global justice issues.

Project Work

Working at first nationally, students deepened their knowledge of the Global Goals and then chose the goal they felt they wanted to work more closely on. Once students had identified their preferred goal, transnational groups were created, and each group began discussions on what they could create together to raise awareness of their goal. They took part in workshops in school and attended project days outside of school that furthered their knowledge of global justice issues.

Outcomes

Students have learned to research independently and discuss within their group what information was reliable and trustworthy. At times, they have had to negotiate with their project partners as to how best to disseminate their information. These skills will all stand to them as they enter the Senior Cycle in school. Students have also greatly increased their ICT literacy skills as a result of taking part in this project. They have used platforms and programmes that were new to them and have gained a good deal of knowledge regarding planning and cooperation in group situations. Programmes such as Padlet, Trello, Wix and the Google Suite from Slides to Forms all played a role in our project but even navigating the TwinSpace itself was good training for all students.

Glenda McKeown, Our Lady Fatima Special School

Background

The intention of this project was to bring peace, compassion, hope, social intelligence, emotional literacy and social connection to our classrooms. The students practised mindfulness and yoga along with partner schools.

Project Aims

The aim was to bring Mindfulness awareness to thoughts, emotions and sensations. To allow students to take a moment to process their feelings. The intention was for students to learn breathing, self-awareness, self-regulation and empathy. This can allow students to have appropriate coping strategies to manage stress and increase their cognitive performances, emotional literacy and start meaningful conversations.

Project Work

The pupils worked mostly in groups. They expressed gratitude, reflected on their emotions and thought about their actions while writing their journals. In Mindful Art, they did art therapy exercises for mind, body and soul! They learned the basic steps of the Zentangle method and began creating Zentangle art. After introducing some basic yoga poses to pupils in the classroom, they started to practice yoga at home. They kept doing those yoga poses during the lockdown.

They also prepared a poster for families about growth mindset and proposed some mindful questions that might be asked at the dinner table. They learned to focus their attention and take in the details of things around them.

Outcomes

This project created a positive change in children's communication skills, behaviours of working together, taking responsibility. developing their self-confidence and creativity. We clearly saw positive developments in our students. They worked enthusiastically on different project tasks. With mindfulness, students had appropriate coping strategies to manage stress. They increased their cognitive performances, emotional literacy and started meaningful conversations. All students practiced English in real life and got a chance to connect with children from other countries. Their writing, reading, listening and speaking skills improved. The most successful result of this project was to help our pupils to switch from fixed to growth mindsets.



Ambassadors 09

eTwinning Ambassadors are there to support you with their experience, enthusiasm and exceptional eTwinning skills and knowledge.

This engaged group of teachers are fundamental to the success of eTwinning in each and every country. eTwinning Ambassadors are an active community that works closely together to make eTwinning stronger. In collaboration with the

National Support Organisation, they share good practices, learn from each other and develop their skills so that they are always ready to provide support and guidance to all eTwinners both online and in person. To contact an ambassador in your area, visit www.etwinning.ie.



Celebrations

In 2020, a number of Irish teachers were awarded National and European Quality Labels. A total of 12 teachers received National Quality Labels for their projects, with 4 receiving European Quality Labels. The winners were acknowledged at a virtual award ceremony. Well done to all the teachers, students and schools for their hard work and creativity in creating their projects!









8 Easy Steps to Set up a Project!



Register on eTwinning.
www.etwinning.net



Go to eTwinning Live, especially the **PARTNER FORUMS** where you can check the ideas proposed by other teachers and answer their posts. Or be proactive and post your own ideas on the suitable forum.



3 Check Availability

Contact teachers first to check their availability and interest in working with you. Make sure you are available for an eTwinning Plus project.



4 Contact Request

Once you find a colleague, look for them in **PEOPLE** and send them a **CONTACT REQUEST**.

5 Create a Project

When they accept your request, you are ready to set up the project. Decide which one of you is going to register the project – only one can do it! Go to **PROJECTS** and click on **CREATE A PROJECT:**

STEP 1
Carefully select
the name of the
school.

STEP 3

STEP 4

Complete the form with all the details.

In the description, use language that your colleague can easily understand.



After you submit your project, your colleague will receive a notification in their eTwinning Live to accept it. Once they accept the project invitation, the project will have to be approved by the National Support Services of both countries



Your Workspace

Once the project is approved you can find it in the **PROJECTS** section and you automatically have your own private **TWINSPACE** workspace.





Collaborate More

You can now go to PROJECTS > YOUR PROJECT > ADD NEW PARTNER(S): other colleagues who want to work in your project or colleagues from your school that you will collaborate with.

*Don't forget to enable access to your project for eTwinning Plus countries



STEP 2

Invite your

colleague to

the project.

Contact the National Support Service for eTwinning in Ireland

Léargas Teagmháil a dhéanamh leis an tSeirbhís Tacaíochta Náisiúnta d'eTwinning in Éirinn

Léargas

Léargas manage national and international programmes in education, youth and community work, and vocational education and training. Established in 1986, we are a not-for-profit organisation under the remit of the Department of Further and Higher Education, Research, Innovation and Science, Our programmes focus on cooperation between communities and between countries, and bring an international dimension to the work of education, training, and youth and community organisations.

As well as eTwinning, we manage intercultural programmes such as the European Solidarity Corps, EPALE and are the National Agency for the European Union programme Erasmus+.

Cur Síos Gairid ar Léargas

Eagraíocht neamhbhrabúis is ea Léargas a dhéanann bainistíocht ar chláir náisiúnta agus idirnáisiúnta san oideachas, obair óige agus pobail agus in oideachas agus oiliúint ghairme. Bunaíodh sa bhliain 1986 é agus is leis an Roinn Oideachais agus Scileanna é ina iomláine. Tá ár gcuid clár dírithe ar chomhar idir pobail agus idir tíortha, agus déanann siad iarracht ar ghné idirnáisiúnta a thabhairt d'obair eagraíochtaí oideachais, oiliúna agus agus eagraíochtaí óige agus pobail.

Lasmuigh d'eTwinning déanaimid bainistíocht ar chláir idirchultúrtha ar European Solidarity Corps agus EPALE agus is sinne an ghníomhaireacht Náisiúnta don gClár Erasmus+ de chuid an Aontais Eorpaigh.

