

# Report of the Fourth Transnational Meeting for Coordinators

4 - 7 October 2018, Campina

Erasmus+ KA2 Strategic Partnership  
2017-1- IT02-KA201-036777



**W**ork discussion **A**pproach in primary schools  
**T**eachers observe **C**hildren

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



*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein*

## Fourth Transnational Meeting Programme

05/10 9:00 Welcome  
9:15 Visit to the School  
9.30 Special programme from the pupils  
10:30 *Coffee Break*  
11:00 Analysis and Assessment of the first year of project activities:  
Balance of what done and considerations from the partners  
Coordinators  
12:00 Analysis on the Application of the Work Discussion Methodology  
during the First Year  
Scientific Coordination Board  
13:00 *Lunch*  
Free Afternoon: Visit at The Museum of Campina, Brebu and the Doftana  
Valley (A beautiful dam in the Mountains)

06/10 9:00 Welcome  
9:30 FAIRY TALE ACTION: Introduction to the Third Phase  
Scientific Coordination Board  
11:00 *Coffee break*  
11:30 Managing our KA201 Project (Budget, Timesheet, ...)  
Coordinators  
12:30 Final Remarks and Evaluation of the Transnational Meeting  
13:00 *Lunch*  
Free afternoon: Visit at Bucharest (The Parliament Palace, the Old City and  
Hersatru Park)

### *Introduction*

The “Fourth Transnational Project Meeting” was organised by the Scoala Centrala Campina and was held in the same school.

The participants at the fourth meeting TPM were:

Monica Malfitano, Annunziata Punzo, Gemma La Sita, Patrizia Picardi, Carmine Ciannella, Stefania Ciannella, Riina Völkar, Ene Runno, Robin Dewa, Anja Ibrčić , Laura Arman and Lidia Sabo.

There was a change in the Estonian project team, the coordinator now is the new headmaster Valdek Rothma, who replaced just one month ago the former and could not participate to this meeting for the quantity of new things to do for him.

### 9:30 Welcome and Visit of the Scoala Centrala Campina

A warm welcome to the partners was given by the Headmaster Florentina Dumitrescu and the coordinator Laura Arman. Both introduced us to the celebration of the special day: the 5th October was indeed, the anniversary of the foundation of the School.



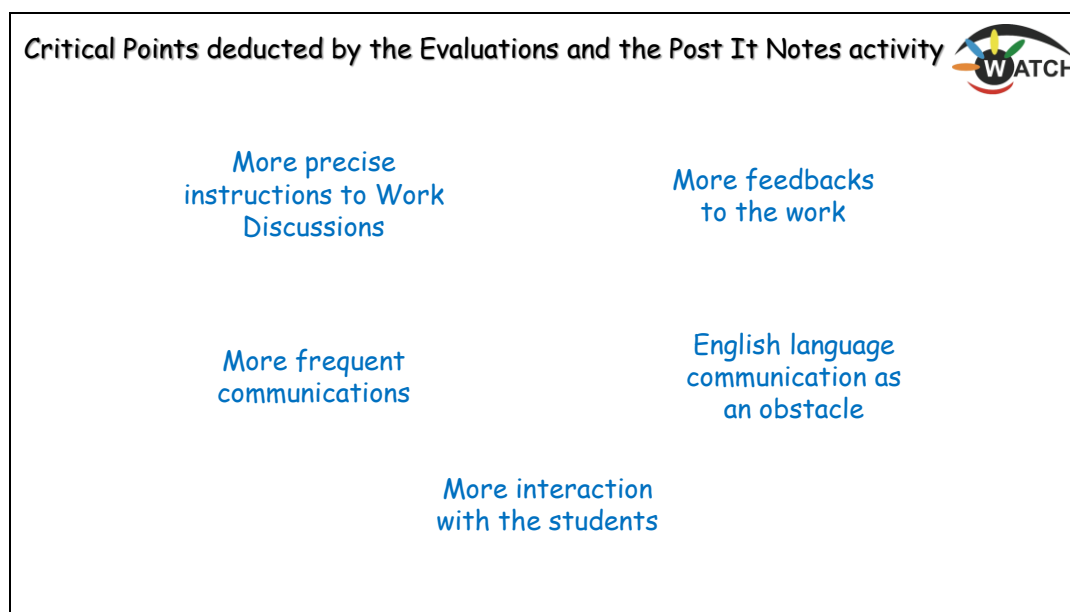
The pupils of the school made a performance with Romanian traditional dresses and a video with the best of Romania, specifically prepared for the Erasmus team, has been shown. We learned a lot and it was a good and loving start for our meeting!

The tour of the school then showed us how the Scoala Centrala is very well organised and in a positive and friendly atmosphere. We were introduced to all the teachers involved and we met the participant classrooms.

## 11:00 Analysis and Assessment of the first year of project activities: Balance of what done and considerations from the partners

The project manager Monica Malfitano expressed appreciation to all the Romanian staff for the wonderful beginning and underlined that after one year of work on the project it was the time to make a balance and to discuss about what can be changed and improved for the next phase.

She gave the word to Gemma La Sita who showed some notes highlighted from former activities of the first project year.



The main indications for improving what reported by all the partners are below illustrated.

More Frequent Communications: Nunzia Punzo reminded that, for what concerns the teachers we have defined a virtual classroom for them so they are invited to complete the accesses and to consider google classroom as a possibility of sharing the work done. Comparisons between all the schools can definitely help the work of each others.

More precise instruction to Work Discussions: If all the teachers will use properly the virtual classroom facilities, they can share doubts and questions between them or asking directly to the tutors. It is also necessary to underline the importance of referring to the booklet or any other powerpoint presentations inserted in the website or in the two project virtual folders, dropbox and google drive, for any uncertainties.

More frequent interaction with the students: we can decide to organise a skype call between the classrooms involved or we can use hangout or other additional tools that may be useful, but it is not linked to the project objectives.

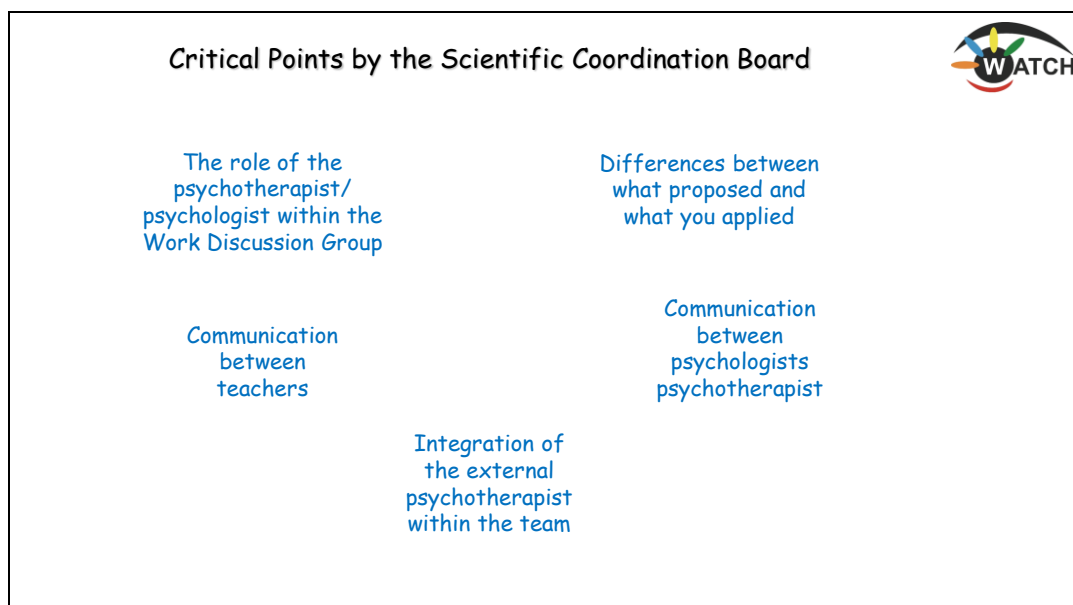
English language communication as an obstacle: Each local coordinator is asked to translate the various documents received in their own language in order to share them even with non-English speakers. In this way everyone can learn about the

work of others and can show their own. This support can be given also for the communication through google classroom.

More Feedbacks to the work: the scientific coordinator analyses all the reports sent but do not give feedbacks soon to each of them. It is important to understand that we are not assigning a task to be evaluated. The explanation are given during the learning activities to the teachers and in occasion of the transnational meetings to the psychotherapists because it is necessary to establish a relationship and to have an exchange of point of views. That is why is so important their presence at the TPMs.

## 12:00 Analysis on the Application of the Work Discussion Methodology during the First Year

From the analysis of the reports of the teachers and the psychologists derives that it is necessary to give evidence to some element on which to reflect better on.



All the points above reported have been explained by the Scientific Coordinator who wished to underline that the project is aimed at facilitating the communication at all levels - formal & non-formal – and at sharing of experiences. Communication is important, not only at various levels, but also and above all between the various levels.

In the work discussion groups it was possible to reason about the behaviour of one or more children in the context in which they took place. This from the point of view of the teachers... but stimulated by the psychotherapists: this is the task of the conductor, the psychotherapists. Therefore, no diagnosis but a stimulus to facilitate communication at various levels.

Also in the delivered analysis document, it is emphasized that the work of psychologists and psychotherapists is not a diagnostic work (neither of children nor of teachers).

If a child is difficult for one teacher, he may not be so for another, the comparison, the communication and observation of these behaviours may help to address these problems. This exchange should support the teachers in their work in the classes.

We have seen that it is a work that tends, through observation, to facilitate a reading of the various dimensions, at various levels, in favour of the work of the teachers with their own children which also affects the children themselves.

The Slovenian psychotherapist agrees with the observation made and affirms that she is moving in the same direction.

The Romanian psychologist asks to be present in the classroom. But it is not the best thing because the behaviour of children and teachers would not be relaxed. This was also the doubt of the Estonian psychologist who was present in the classroom but now seems clear that to avoid distorting behaviour it is not right for the observer to stay in the classroom.

Regarding the report of the teachers it was also clarified that must not be linked to the fairy tales represented but to the observation of the emotions that come out and that have already come out in the previous phase.

The Scientific Coordinator concluded suggesting that we must not consider the objective problem and intervene on that, we must instead consider the subjective reaction and work in the particular context.

9:30 FAIRY TALE ACTION: Introduction to the Third Phase

Patrizia Picardi introduced the work to be done ...

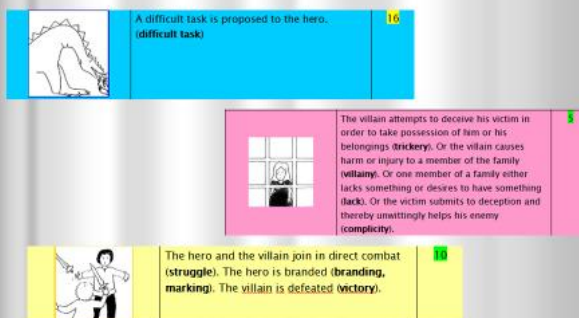
  <p>FAIRY TALE ACTION</p> <p><b>THE THIRD PHASE</b></p>	<p>During the Third Phase of the project pupils will play with</p> <p><b>THE CARDS OF PROPP</b></p> 
<p>According to Propp</p> <pre>     graph TD       A[IN ALL FAIRY TALES] --&gt; B[CHARACTERS]       A --&gt; C[SITUATIONS]       A --&gt; D[ACTIONS]       C --&gt; E[ARE REPEATED]       </pre>	<p>The general Propp's scheme of a fairy tale</p> <ul style="list-style-type: none"> <li>Initial equilibrium (beginning)</li> <li>Breakdown of initial equilibrium (motive or complication)</li> <li>Hero's vicissitudes</li> <li>Return of the Hero</li> <li>Restoring equilibrium (Conclusion)</li> </ul> 
<p>Propp identified:</p> <ul style="list-style-type: none"> <li>7 fairy tale <b>Characters</b></li> </ul>  <ul style="list-style-type: none"> <li>31 functions which represent <b>Situations and Actions</b></li> </ul> <p>According to Gianni Rodari's suggestion in "The Grammar of Fantasy" ..... the functions are reduced to <b>20+ 1 Beginning</b></p>	

## The 20 functions + 1 (beginning)



Present in each fairy tale!

The cards/functions can represent one or more situations or actions



Through the use of these cards children will have fun in creating new stories...



... and then they will perform them with the use of puppets



PLAYING WITH THE CARDS OF PROPP

INVENTING NEW FAIRY TALES

Third Phase

PERFORMING WITH THE USE OF PUPPETS

## Performing with puppets



Allows each child to participate in the performance without necessarily having to deal with direct visual exposure to others



Teachers can record the performance made in the classroom and share the video with the other partners

## The Third Phase: when?

October  
November  
December  
January

during the school time



once each 14 days

for a total of 6 times

## The Third Phase: how?

- **Fairy Tale in group:** the cards are dealt, the pupil who has the number 1 begins the story and the others follow...
- **Before and after:** one pupil draws a random card and then he/she tells what happened before and what will happen next
- **Three cards:** three random cards are drawn and the story is built on these



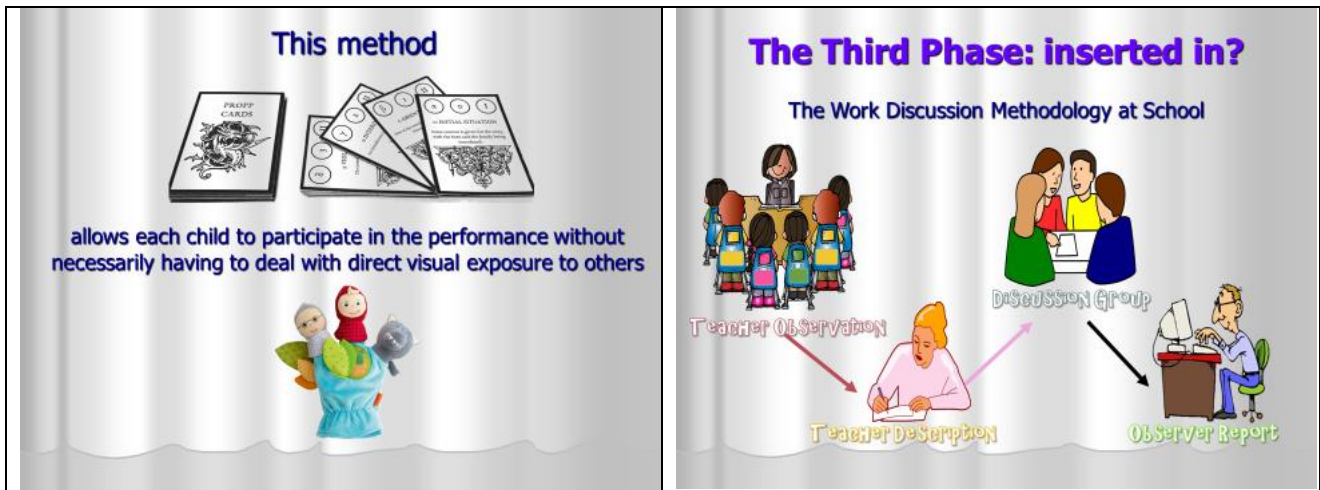
## The Third Phase: why?

The fairy tale, as we have experienced, allows children to try to look at the daily problems in a different way, keeping a hope for a solution, keeping a window open on the horizons of the possible.



The puppet theatre helps children to move easily and gives voice to their inner sphere through play and familiarization with the chosen character.





All the partners will receive a printable version of the Cards of Propp that must be translated first in the proper language. The Italian version of the Propp cards have been shown.

It has been emphasized that we should not write fairy tales but play with the cards and create stories by representing them with puppets.

A proposal is to prepare the puppets directly in the classrooms giving to the teachers appropriate material.

We need to film these representations in order to be able to share the results obtained.

Ania, from Slovenia, told us about a PROJECTIVE FAIRY TALE TEST SOCIETY (author Carina Caulacoglon) interesting, to be visited from the site.

All the coordinators are asked to refer to the teachers about the work to be done.

A specific document with all the explanations will be available for them.



A photo of the whole team during the coffee break

## 11:30 Managing our KA201 Project (Budget, Timesheet, ...)

We have just submitted the progress report to the Italian National Agency in due time. Gemma La Sita and Monica Malfitano illustrated it to all the partners.

We considered all the information contained in the timesheets that all the partners sent in copy and that brought to this TPM in original to the project coordinator.

It is necessary to keep them to prove the work done in view of the definition of the Intellectual Output based on the application of the methodology.

The project coordinator then communicate to the partners that after the approval of the progress report they will receive the second percentage of the amount assigned to each, according to what stated in the partnership agreement.

It was then the turn to give a look to the budget and to check all the expenses of the partners... it is important to apply for a continuous estimation to avoid any risk.

It was then suggested to postpone the data for the next transnational project meeting connected with the last Learning Activity in Slovenia, preferably at the end of March.

Before concluding the meeting with the evaluation it was suggested to check the web site and to send the translation of what is still missed in order to have the same in all the languages.

12:30 Final Remarks and Evaluation of the Transnational Meeting  
Guided by Monica Malfitano and Gemma La Sita

Each participant received the following questions:

*Please insert your comments regarding 1. Organization, 2. Contents, 3. Quality and 4. General impression about the Transnational Meeting*

**1. Meeting organization**

**1.1. Meeting organization: Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**1.2. Meeting organization: General organization during the meeting**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**1.3. Meeting organization: Duration and timing of the meeting**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**1.4. Meeting organization: Domestic arrangements (accommodation, meals etc.)**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**1.5. Meeting organization: Any other comments, suggestions for next meeting:**

**2. Contents of the meeting**

**2.1. Contents of the meeting: Effectiveness of topics**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**2.2. Contents of the meeting: Effectiveness of activities**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**2.3. Contents of the meeting: appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**2.4. Contents of the meeting: Mutual understanding among partners about the project and the event rationale and the short term and long term objectives of the event**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**2.5. Clear evidence in the event programme of real synergy with the overall objectives of the project**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**2.6. Contents of the meeting: The meeting has satisfied the overall aims of the project**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**2.7. Contents of the meeting: The meeting has satisfied my personal expectations**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**2.8. Contents of the meeting: Any other comments and suggestions for next meeting**

### **3. Quality of the partnership**

#### **3.1. Quality of the partnership: Effective communication amongst partners**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **3.2. Quality of the partnership: Development of trust and positive attitudes**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **3.3. . Quality of the partnership: Commitment to the project by each partner**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **3.4. Quality of the partnership: intercultural interaction**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **3.5. Quality of the partnership: Any other comments and suggestions for next meeting**

### **4. Quality of the project management**

#### **4.1. Quality of the project management: All the information (about tasks, material for the meeting, etc.) received before the meeting from the coordinator**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **4.2. Quality of the project management: Monitoring and Evaluation of the project coordinator and introduced to administrative staff**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **4.3. Quality of the project management: The project partners are made aware of the administrative structure of the project**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **4.4. Quality of the project management: The extent to which the collaboration among partners has been facilitated.**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **4.5. Quality of the project management: The extent to which each partner contributes to the event**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **4.6. Quality of the project management: The evidence of partners sharing roles and responsibilities during the event**

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **4.7. Quality of the project management: Any other comments and suggestions for next meeting**

### **5. General impression**

#### **5.1. General impression: My general impression of this meeting is ...**

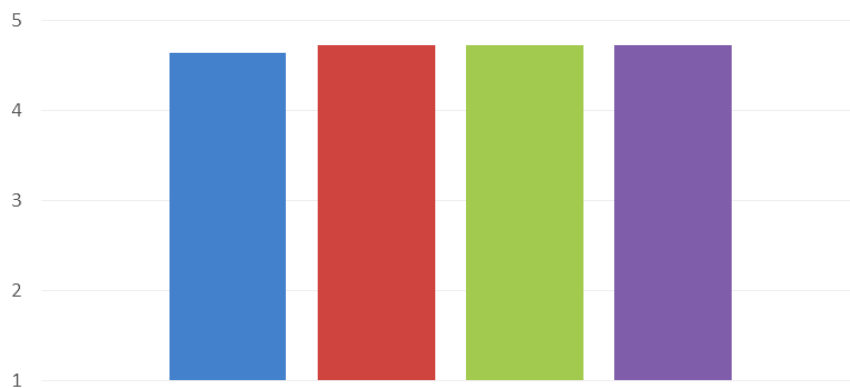
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

#### **5.2. General impression: Please write at least two strengths (positive aspects) of this project meeting. How do you feel now about our partnership? Positive aspects:**

#### **5.3. General impression: Please write at least two weaknesses (negative aspects) of this project meeting. How do you feel now about our partnership? Negative aspects:**

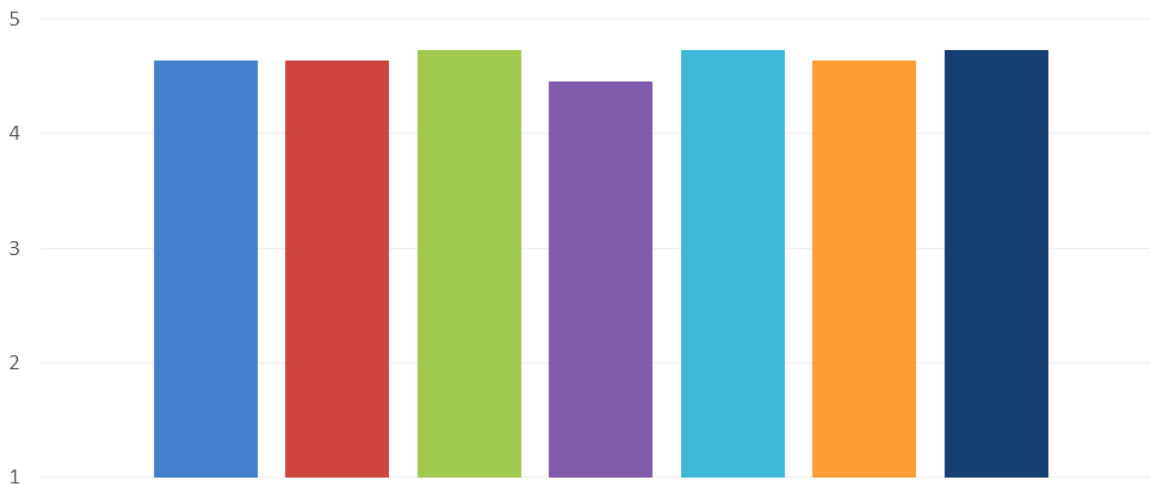
## Results of the final evaluation of the TPM

### 1. Meeting organization



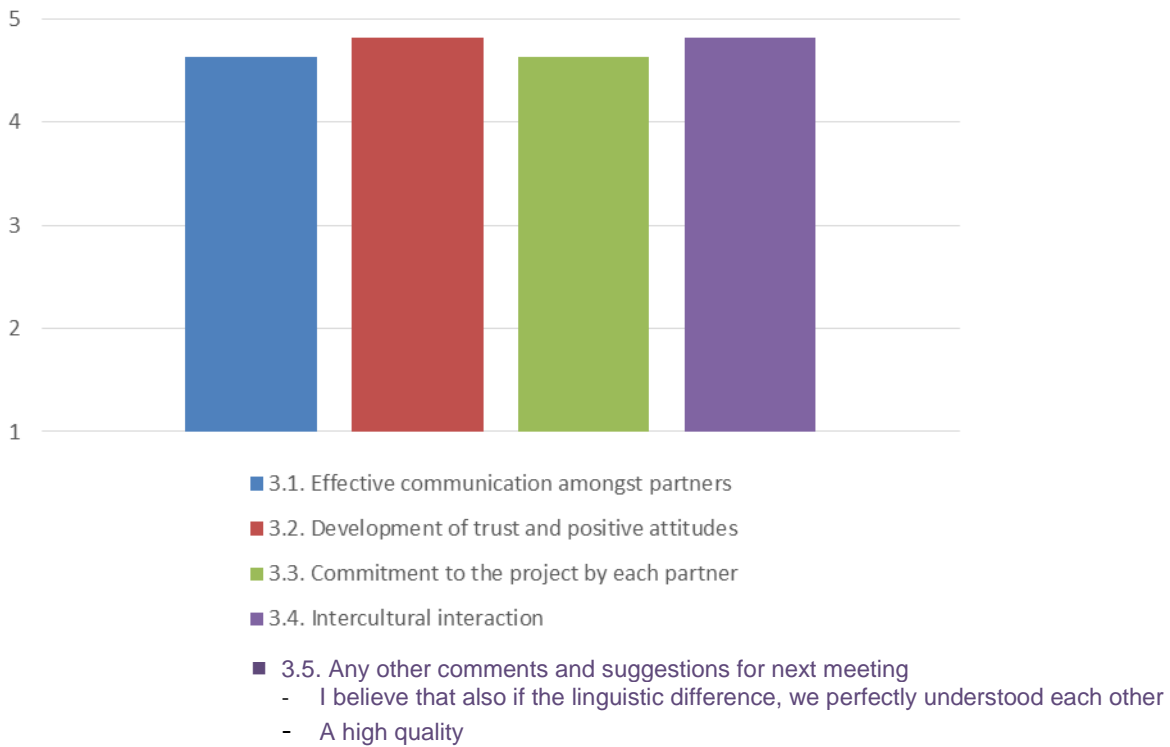
- 1.1. Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time
- 1.2. General organization during the meeting
- 1.3. Duration and timing of the meeting
- 1.4. Domestic arrangements (accommodation, meals etc.)
- 1.5. Any other comments, suggestions for next meeting:
  - Accomodation in a central place is better for visit the city or rent a bus for all team
  - at least 1-2 hours free time
  - next meeting should be organised like this wonderful one

### 2. Contents of the meeting

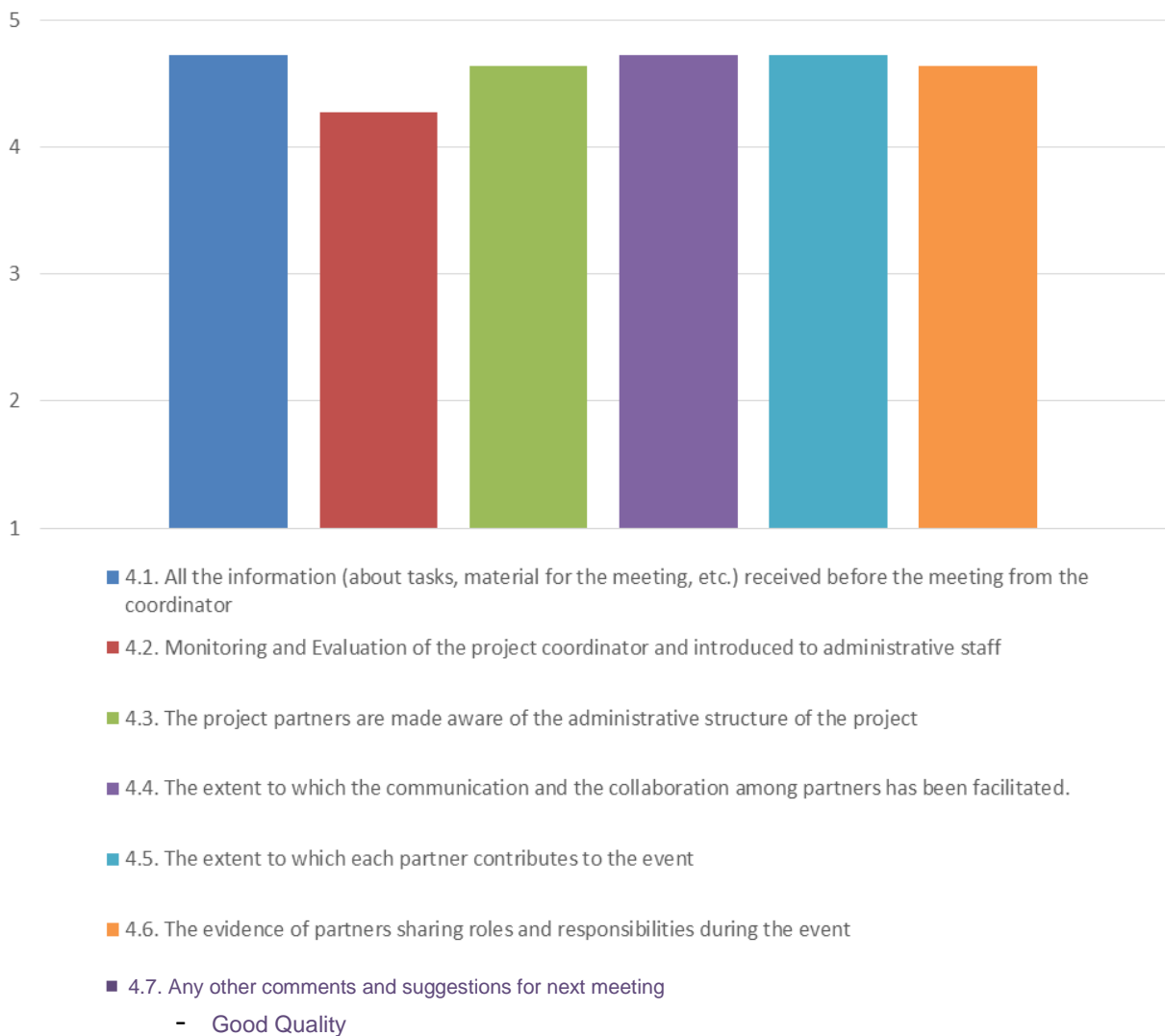


- 2.1. Effectiveness of topics
- 2.2. Effectiveness of activities
- 2.3. Appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales
- 2.4 Mutual understanding among partners about the project and the event rationale and the short term and long term objectives of the event
- 2.5. Clear evidence in the event programme of real synergy with the overall objectives of the project
- 2.6. The meeting has satisfied the overall aims of the project
- 2.7. The meeting has satisfied my personal expectations
- 2.8. Any other comments and suggestions for next meeting
  - The contents have been expressed in a clear way
  - very good
  - know all the participants of the country where te next meeting will be realised

### 3. Quality of the partnership



### 4. Quality of the project management



## 5. General impression

- 5.1. My general impression of this meeting is ...

**The Average of the answers was 4,9 very close to Very High**

- 5.2. Please write at least two strengths (positive aspects) of this project meeting. How do you feel now about our partnership? Positive aspects:

- Lot of support. Friendly understandable managers
- Good organisation of all aspects of the meeting. Good interaction between the members of the team
- Make friends!
- Know Different Cultures!
- The good tuning between the components of Romanian team very good organisation of all the phases of the meeting
- open minded people working on socializing with us
- Friendship and dedication to the project from participants. I feel very good about our partnership
- Organisation. Interaction

- 5.3. Please write at least two weaknesses (negative aspects) of this project meeting. How do you feel now about our partnership? Negative aspects:

- I don't think to find negative aspects in this meeting.... Perhaps the flight to arrive!
- No negative aspects
- I think that there isn't negative aspects
- Little more free time. Improving English between project partners
- English. LEI vs Euro