



Finansowane przez
Unię Europejską

Projekt Erasmus + „Razem dla uczniów”

Nr 2022 – 1-PL01-KA122-SCH-000077633

1. Special needs: the challenge of inclusion

24.04.2023 r. - 29.04.2023 r.

CREF Sesimbra – Centro de Recursos Educativos e Formação, Sesimbra, Portugal

Uczestnicy kursu:

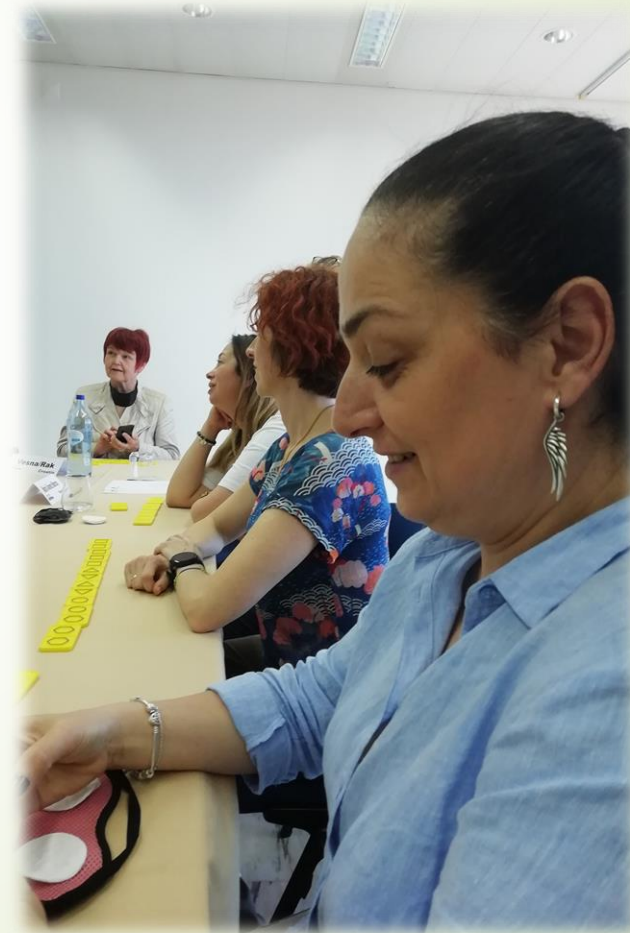
Monika Czubak

Izabela Kaniewska

Agnieszka Korcz

Beata Plutka

Wykłady i ćwiczenia







ICT in Special Needs Education

"For most people, technology makes life easier; for the disabled person, technology makes things possible."

Sanches, 1991

Inclusion is ...

PLAY Together!!



BEING TOGETHER
COOPERATION
UNDERSTANDING
OPENNES
SUPPORT
TOLERANCE

- COOPERATION
- SOCIALISATION
- HELPFULL
- EVERYONE IS EQUAL
- WORK TO THE BEST OF YOUR ABILITIES

RESPECT
BEING HELPFULL
SUPPORT
FOCUS ON THE GOOD
INCLUDE IN ACTIVITIES

for all children in the same school
specialists in school
individual grow
accept the differences

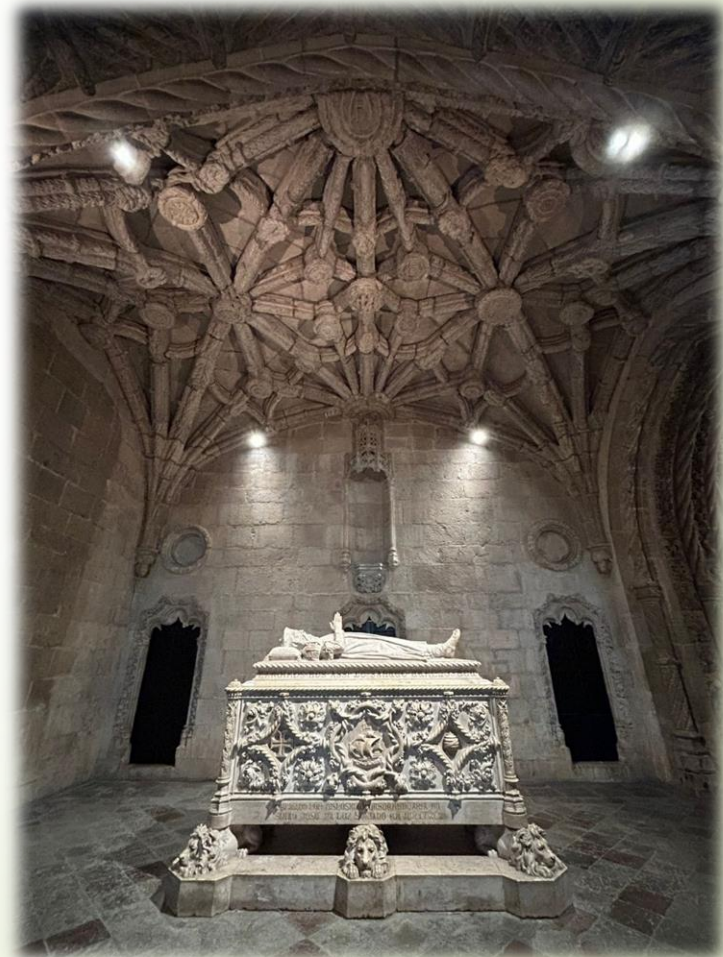
Wizyty w szkołach





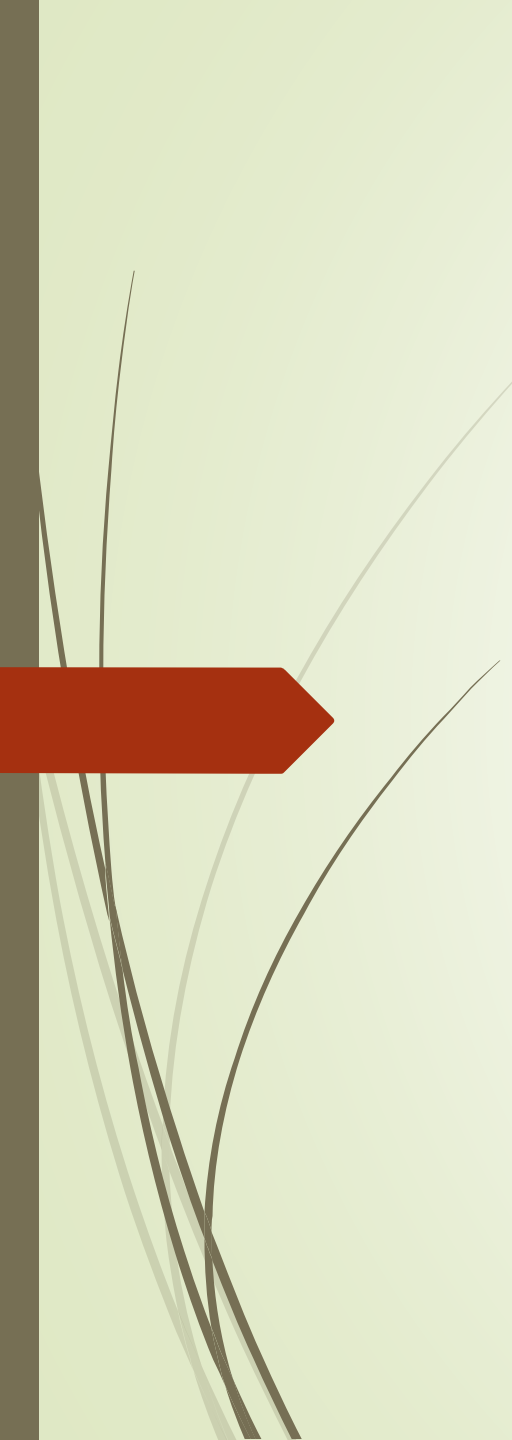
Poznawanie zabytków i kultury mieszkańców Portugalii





2. Szczęśliwe szkoły: pozytywna edukacja dla dobrego samopoczucia i rozwoju umiejętności życiowych.

Barcelona 05-11.06.2023 r.



Pozytywna edukacja ma na celu promowanie dobrego samopoczucia i szczęścia. Koncentrując się na mocnych stronach dostarcza młodym ludziom wiedzy i umiejętności życiowych umożliwiającym odniesienie sukcesu. Jej głównym celem jest ułatwienie procesu uczenia się i zachowania nowej wiedzy.

Podczas kursu poznałyśmy:

- podstawy psychologii pozytywnej
- techniki uważności (trening umysłu – skupienie uwagi na chwilach bieżących)
- metody relaksu,
- techniki podniesienia poziomu samoświadomości
- stosowałyśmy autorefleksję, medytację i wizualizację





3. Empowerment in ICT Skills – Making Use of Technology Tools

Malta

29.05.-02.06.2023



Malta 29.05-02.06.2023

- W ramach programu **Erasmus**
- Agnieszka Gazda i Anna Staniewska uczestniczyły w szkoleniu na Malcie pt. „Wzmocnienie umiejętności ICT – wykorzystanie narzędzi technologicznych” („Empowerment in ICT Skills – Making Use of Technology Tools”)

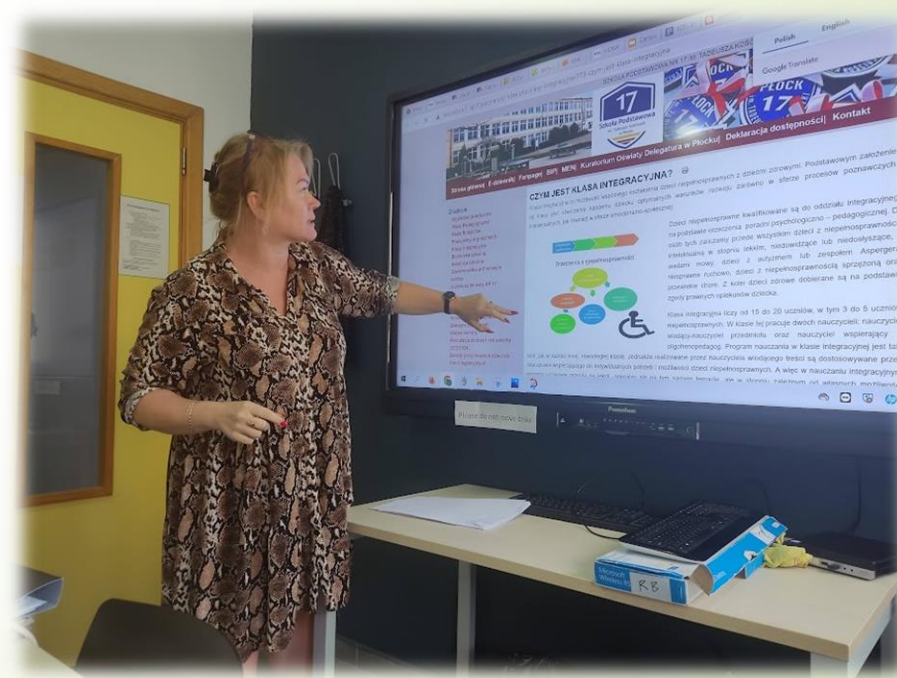


Malta 29.05-02.06.2023

- ▶ Ten praktyczny i oparty na umiejętnościach tygodniowy kurs był skierowany do osób, które chciałyby rozwijać swoje umiejętności w zakresie ICT (technologie informacyjne i komunikacyjne) oraz korzystać z różnych narzędzi i programów technologii Web 2.0.
- ▶ Poza tym wyjazd dał możliwość szlifowania języka angielskiego i przede wszystkim poznania wielu fantastycznych osób.



Malta 29.05-02.06.2023



Malta 29.05-02.06.2023





4. Social Media in the Classroom

Barcelona, Hiszpania

Nasz zespół



Głównym tematem kursu było praktyczne zastosowanie socjal mediów na zajęciach szkolnych.

Uczyliśmy się wykorzystywać zdobytą wiedzę w praktyce podczas wizyty w centrum nauki – Cosmo Caixa



Tydzień ciężkiej pracy został nagrodzony.
Udało się! Mamy dyplomy.



5. ZARZĄDZANIE ZRÓŻNICOWANĄ KLASĄ

Managing
a Diverse
Classroom: Facing
incoming
challenges



**Kurs Zarządzanie
zróżnicowaną klasą
Teneryfa**

7-11 maj 2023

Tenerife
8-13 May 2023

Międzynarodowa
grupa - z Polski,
Grecji,
Szwecji, Włoch




Na kursie nauczyliśmy się jak kierować klasą z uczniami o różnych niepełnosprawnościach



Ćwiczyliśmy jak czują się osoby z różnymi niepełnosprawnościami







6. Edukacja oparta na projekcie – 7 kroków

Madera, Hiszpania

Projekt to nauka poprzez działanie. Uczy w praktyce, jak pracować wspólnie – rozwiązywać problemy, realizować swoje pomysły i zamierzenia, zbierać i analizować informacje na wybrany temat, planować konkretne prace, określać zasoby i czas potrzebne na ich realizację, dzielić się zadaniami.

3 zasady: współpraca, komunikacja, kreatywne myślenie
uczeń jako współtwórca procesu edukacyjnego,
nauczyciel jako przewodnik,





7. Skills and strategies for teachers



FLOW

In a very simplified way, the “In Flow” moment can be described as a moment when **someone feels at their best**, when **skills** and **happiness** reach a meeting point and one feels **totally absorbed by what they are doing**.

1. Describe at least one moment where you felt a state of “In flow”
2. What needed to «be around» this moment in order to feel “In Flow”?
3. How is this related to your skills?
4. Would it be possible to recreate that moment? How?
5. Visualice your personal flow map



24 PERSONAL STRENGTH EDUCATION

wisdom	courage	humanity	transcendence	justice	moderation
<ul style="list-style-type: none"> creativity curiosity judgement love of learning perspective 	<ul style="list-style-type: none"> bravery persistence honesty zest 	<ul style="list-style-type: none"> love kindness social intelligence 	<ul style="list-style-type: none"> appreciation of beauty gratitude hope humour spirituality 	<ul style="list-style-type: none"> teamwork fairness leadership 	<ul style="list-style-type: none"> forgiveness modesty prudence self-control

Christopher Peterson, 2008

Positive psychology is the scientific study of what makes life most worth living. It is a call for psychological science and practice to be as concerned with strength as with weakness; as interested in building the best things in life as in repairing the worst; and as concerned with making the lives of normal people fulfilling as with healing pathology.

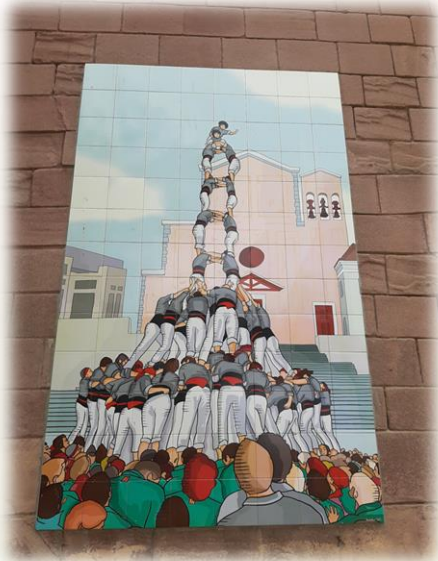


Positive Discipline

GUIDELINES

From the book *Positive Discipline*, by Jane Nelsen

- 1** *Misbehaving children are “discouraged children”* who have mistaken ideas on how to achieve their **primary goal—to belong**. Their mistaken ideas lead them to misbehavior. We cannot be effective unless we address the mistaken beliefs rather than just the misbehavior.
- 2** Use **encouragement** to help children feel “belonging” so the motivation for misbehaving will be eliminated. Celebrate each step in the direction of improvement rather than focusing on mistakes.
- 3** A great way to help children feel encouraged is to **spend special time** “being with them.” Many teachers have noticed a dramatic change in a “problem child” after spending five minutes simply sharing what they both like to do for fun.
- 4** When tucking children into bed, ask them to **share with you** their “saddest time” during the day and their “happiest time” during the day. Then **you share with them**. You will be surprised what you learn.
- 5** Have **family meetings** or **class meetings** to solve problems with cooperation and mutual respect. This is the key to creating a loving, respectful atmosphere while helping children develop self-discipline, responsibility, cooperation, and problem-solving skills.
- 6** Give children **meaningful jobs**. In the name of expediency, many parents and teachers do things that children could do for themselves and one another. **Children feel belonging when they know they can make a real contribution.**
- 7** **Decide together** what jobs need to be done. Put them all in a jar and let each child draw out a few each week; that way no one is stuck with the same jobs all the time. Teachers can invite children to help them make class rules and list them on a chart titled, “We decided.” Children have ownership, motivation, and enthusiasm when they are included in the decisions.
- 8** **Take time for training.** Make sure children understand what “clean the kitchen” means to you. To them it may mean simply putting the dishes in the sink. Parents and teachers may ask, “What is your understanding of what is expected?”
- 9** **Teach and model mutual respect.** One way is to be **kind and firm at the same time**—kind to show respect for the child, and firm to show respect for yourself and “the needs of the situation.” This is difficult during conflict, so use the next guideline whenever you can.
- 10** Proper **timing** will improve your effectiveness tenfold. It does not “work” to deal with a problem at the time of conflict—emotions get in the way. Teach children about **cooling-off periods**. You (or the children) can go to a separate room and do something to make yourself feel better—and then work on the problem with mutual respect.
- 11** **Get rid of the crazy idea that in order to make children do better, first you have to make them feel worse.** Do you feel like doing better when you feel humiliated? This suggests a whole new look at “time out.”
- 12** **Use Positive Time Out.** Let your children help you design a pleasant area (cushions, books, music, stuffed animals) that will help them feel better. Remember that children do better when they feel better. Then you can ask your children, when they are upset, “Do you think it would help you to take some positive time out?”
- 13** Punishment may “work” if all you are interested in is stopping misbehavior for “the moment.” Sometimes we must **beware of what works** when the long-range results are negative—resentment, rebellion, revenge, or retreat.
- 14** Teach children that **mistakes are wonderful opportunities to learn!** A great way to teach children that mistakes are wonderful opportunities to learn is to model this yourself by using the Three Rs of Recovery after you have made a mistake:
 - (1) **Recognize your mistake.**
 - (2) **Reconcile: Be willing to say “I’m sorry, I didn’t like the way I handled that.”**
 - (3) **Resolve: Focus on solutions rather than blame.** (#3 is effective only if you do #1 & #2 first.)
- 15** Focus on **solutions** instead of **consequences**. Many parents and teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are:
 - (1) **Related**
 - (2) **Respectful**
 - (3) **Reasonable**
 - (4) **Helpful**
- 16** **Make sure the message of love and respect gets through.** Start with “I care about you. I am concerned about this situation. Will you work with me on a solution?”
- 17** **Have fun!** Bring joy into homes and classrooms.





Dziękujemy za uwagę



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