



Elos – education stretching borders

Short introduction to Elos and its criteria

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What is Elos?

- A school concept

and

- A European network
(with support of LLP of EU)



An Elos school takes care of an optimal preparation of students on an international future

But how?

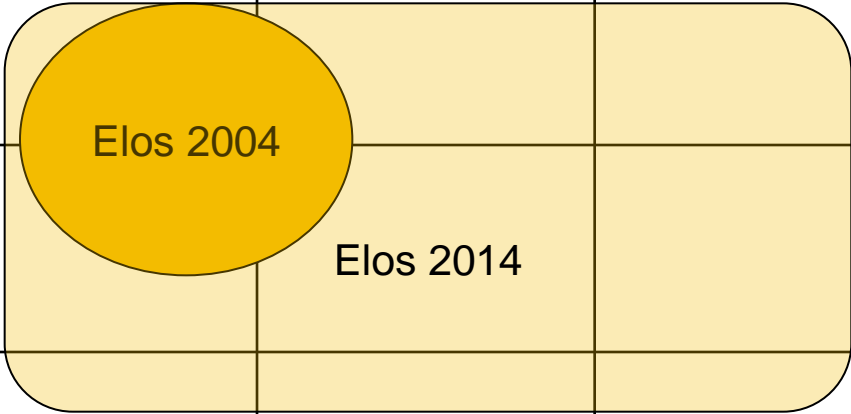


Key factors

- roles
 - citizen
 - student
 - professional
- competences
 - knowledge
 - skills
 - attitude



Key factors

	Knowledge	Skills	Attitude
Citizen			
Student			
Professional			

Elos

- Creates a curriculum of European and International Orientation (EIO)
- Based on the Common Framework for Europe Competence (CFEC)
- Based on the Common European Framework of Reference for Languages (CEFR)



European Council

Key competences (Europe 2020):

- Learning to learn, informal learning
- Entrepreneurship
- Social and cultural awareness
- Communication in foreign languages

CFEC

Credit level:	1	2	3	4	5	6
Domain EIO-2 I can communicate effectively and cope in everyday life in a European / international setting.	I know how friends in other countries communicate with each other, about which topics, and can join in. EIO-2.1.1	I know how daily life in a family in another country is structured. EIO-2.2.1	I know how family and friendship relations in another country work. EIO-2.3.1	I am aware of rules and responsibilities of students at a foreign partner school and in the local community. EIO-2.4.1	I find my way to institutions in the partner schools' city or region that provide information about living and working in the community. EIO-2.5.1	I know how to access international information about how to live, study and work in another country. EIO-2.6.1
	I am aware of the diversity of languages in Europe and beyond and know basic aspects of at least two languages other than my mother tongue. EIO-2.1.2	I try to learn the basics of a language other than my mother tongue (and other than the common language of communication) of a partner student. EIO-2.2.2	I can express my own opinions, needs, feelings and communicate coherently about them in a common language of communication with my peers from other countries. EIO-2.3.2	I can apply different communication styles in a common language of communication to different intercultural settings. EIO-2.4.2	I can identify and interpret explicit or implicit values in my own or others' communication in a common language. EIO-2.5.2	I can discuss controversial international issues with people from other backgrounds in a common language, while acknowledging differences in norms and values. EIO-2.6.2
	I can connect with persons from Europe and other parts of the world. EIO-2.1.3	I can show respect (verbally and nonverbally) for the opinion of persons from a different cultural background. EIO-2.2.3	I can talk about how stereotypes and discrimination work, in a multicultural group. EIO-2.3.3	I can adapt to other ways of communication during a stay abroad, without giving up my own identity. EIO-2.4.3	I am confident in my communication with others in a common language (even if I make mistakes) while I try to improve further. EIO-2.5.3	I feel motivated and prepared to take initiative towards future study and work in a European / international setting. EIO-2.6.3

School standard

Education proces

- Including a European and International Orientation ('EIO') in a variety of lessons and through activities abroad → development of Europe Competence (use of portfolio)

School curriculum and policy

- Striving towards embedding the Elos goals in the school curriculum and in the school policy to ensure coherence and sustainability

School standard

Staff competence and institutional capacity

- Building the institution's internal capacity to achieve these goals (f.e. facilitate 'Elos School Team/Coordinator' to develop lesson plans and materials; etc.)

International cooperation

- Being involved in structural international exchange activities with international partner schools/colleges and –if applicable- other organisations abroad

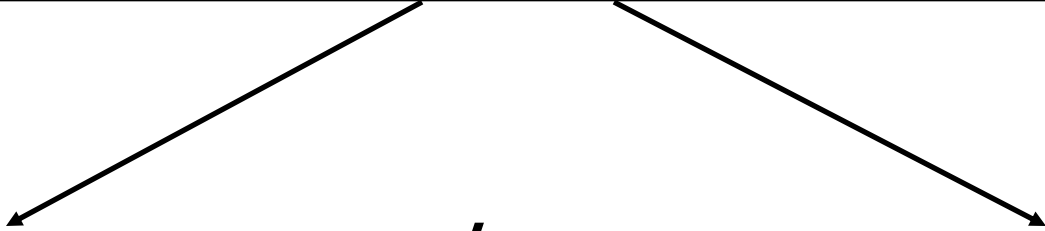
Quality assessment

- Taking part in general monitoring and evaluation activities at school level, national level and international level, and other relevant studies (when requested)

Elos (vehicle)
Education stretching borders



EIO (content)
European and International Orientation



Learning



Activities



How to implement Elos?

Implementation of Elos/EIO:

- in curriculum, schoolplan, school information guide
- in year programmes
- in activities plan
- in programmes of examination
- in programmes of quality assurance

Elos/EIO in the classroom

In lessons:

- making an investigation of all European themes in your programmes and
- rearranging the themes over the schoolyear(s) and avoid overlap
- working together in lessons and projects with other subjects and schools (abroad) in order to create a cross curricular, coherent offer for students

Elos/EIO in activities

In activities:

- including an international perspective
- visits abroad
- email and internet projects (eTwinning)
- students and teachers exchanges
- projects with partner schools
- international social/working experience
- the camping.....

(Prepared) and evaluated in school/lessons

Guidelines International Modules

- ✓ Be designed so that pupils collaborate with foreign peers (i.e. exchange, virtual)
- ✓ Have a clear European/International theme and perspective
- ✓ Adopt an integrated approach where subjects/disciplines are concerned
- ✓ Be designed so that each pupil can be assessed individually (during or after)
- ✓ Be feasible: staff and materials readily available
- ✓ Ensure that people involved in the module master the language of communication at a sufficient level (B2 at least)
- ✓ Are prepared and evaluated in the classroom

Examples International Job Orientation



- Internship abroad or in an international company
- Comparison between jobs in two or more countries
- Job shadowing an international professional

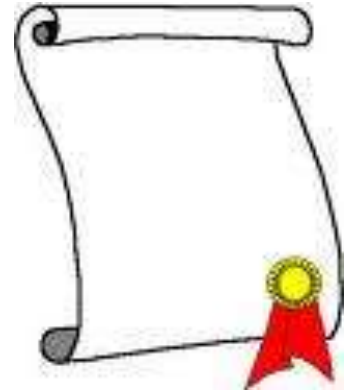
Certification



- For schools
- For students



Certification



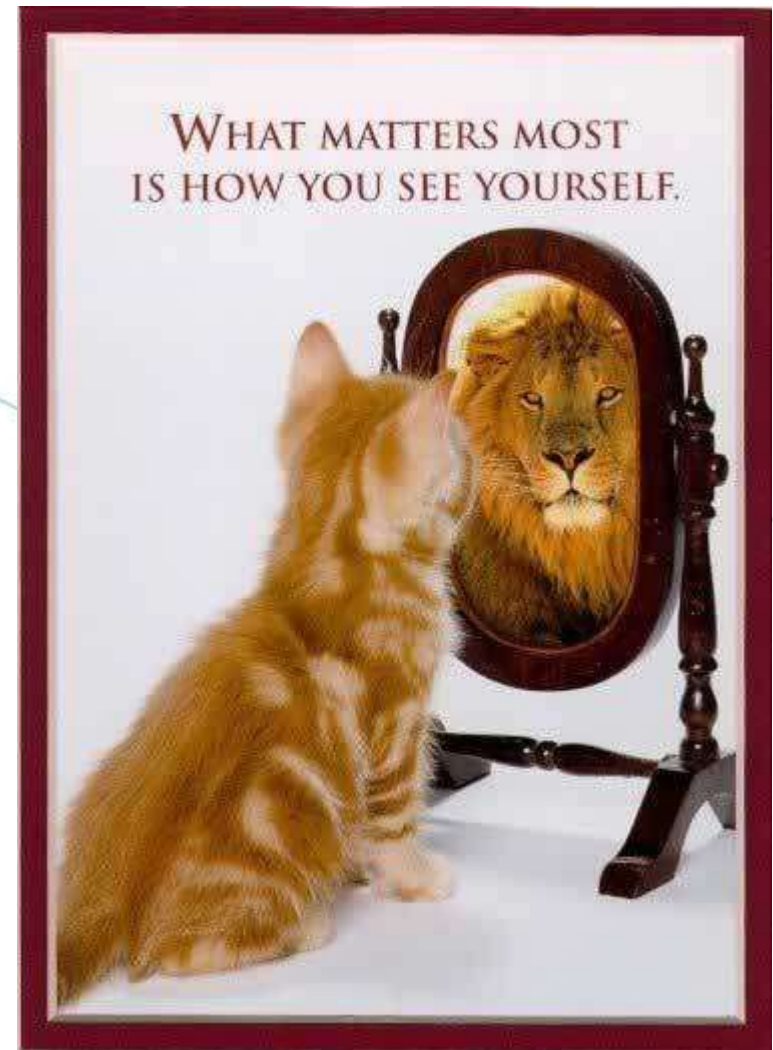
- **School:**
 - Signing of Letter of commitment + selfevaluation
 - Participation in network
 - Awarded by national coordinator
 - External evaluation every 3 years

If approved, then:

- Elos school-certificate

Self evaluation

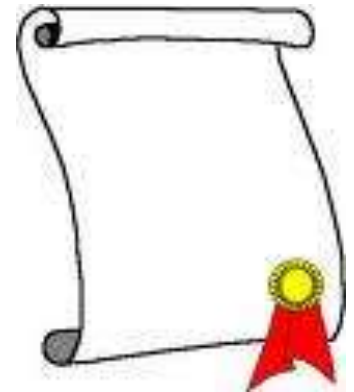
- Take the international school standard
- Add a column on the right side
- Describe the state of affairs at your school per indicator
- Send it together with the letter of commitment to your national coordinator
(see www.eloseducation.info)



Certification



- **Student:**
 - Student portfolio based on CFEC, relevant to level of education followed
 - Awarded by certified Elos school
 - Elos student certificate
 - At the end of schoolcareer



Teachers competences



Teachers should be accommodated to coach the students in their international development.

e.g. languages

entrepreneurial attitude

intercultural skills

evaluation of informal learning experiences

Teachers competences

Framework for teachers competences, based on the CFEC

Professional and personal competences, divided in knowledge, skills and attitude

Addition for learning aspects, informal learning and entrepreneurship

Distinction in levels, beginner, intermediate, advanced and coordinator

Teachers competences

Skills	Accesses, processes and presents information on own subject in its international dimension and in relation to the curriculum	Accesses, processes and presents information on own subject in and related fields in their international dimension in the curricula	Accesses, processes and presents information on own subject in relation to other subjects and in the curricula in relation to European programmes and priorities	Supports and monitors the implementation of European programmes and priorities into elements of the curricula - in relation to the strategic and pedagogical development of the school
Information				
Projects	Is able to manage the educational aspects of an international project	Is able to manage the educational and organisational aspects of an international project	Is able to manage the educational, organisational and financial aspects of an international project	Is able to manage the educational, organisational and financial aspects of several international projects in relation to the strategic and pedagogical development of the school
Implementation	Plans, implements and assesses European activities in own subject	Assesses activities in own subject and other subjects in relation to the project	<i>Is able to implement and assess European activities into one or more projects</i>	Disseminates relevant European information (financial, ...) within the school <i>Coordinates the implementation and assessment of European activities into the school curriculum as a whole</i>
Language	Can manipulate and write own language well enough to be able to participate in international projects. Basic use of English (A2)	Can use English or another language (B1/B2) to participate in international projects	Can manipulate own bureaucratic language well Can use other languages including English (B2) to run international projects	Uses English (C1). Can use another language.
Communication	Is able to communicate by e-mail, can use a word processor, can use basic software, knows the basic principles of video conferencing, ... to be able to participate in international projects	Is able to use basic IT tools in own teaching and in international educational projects.	Keeps up-to-date with innovation in IT. Knows what pupils use. Uses the most effective IT tools for international educational projects.	Is able to connect the IT aspects of international projects to the general strategy of the school.

Steps to take



Link all your modules, projects/activities and tests to the CFEC
Identify the level (majority of indicators applicable) and class/age
group





nformation

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