***Erasmus plus KA1 Staff Mobility. Progetto ‘roBOT’ classes, per una didattica inclusiva e compensativa basata sul bilinguismo e sull’utilizzo del tablet.***

**FINAL REPORT**

Starting date *: 6-11-2016.*

Closing date: *12-11-2016*.

Mobility days : *7 ( journey included).*

Name of the host organization: ***Penta College ‘Jacob van Liesveldt’, Hellenvoetsluis***, ***Rotterdam****.*

Name of the project referent in the Netherlands*: Irene Oskam ( Head of bilingual* *stream).*

Name of the Italian teachers involved : ***Loredana Tornincasa, Silvana Colantonio***.

We chose to join this project in order to update our teaching strategies and get to know how a bilingual school works. Since liceo ‘A. Manzoni’ has just started to introduce bilinguism into some classes, we wanted to share ideas with teachers who have had the same experience for years.

Penta College ‘Jacob van Liesveldt’ is a Secondary school in the south of Rotterdam. It belongs to the group of 130 TTo Dutch schools as it includes bilingual classes where half of the subjects are taught in English and teachers are sometimes native speakers. One third of the 500 students attend bilingual classes and all the curricula offer a European and international orientation. At the end of their school course the students receive a Dutch degree and an IB English Certificate as well; they are also used to spending short periods abroad thanks to exchange programmes with Poland, Germany and Spain.

The experience at the college was definitely challenging: the principal and the staff welcomed us with great kindness, sharing materials and ideas. We joined different classes and got in touch with advanced teaching methods and the use of different technological tools. The school system of the college includes bilingual lessons in every class and , from 4th year on, IB courses: we job shadowed both of them, with tiny or large classes (from 12 to 31) of students aged 12-17. All of them used English to communicate with the teachers and the classmates, at least in formal situations and touch boards, tablets, PC were the basic devices to carry on the lessons, making them more stimulating.

We definitely expected to find updated teaching strategies and we collected information about bilingualism, blended learning and flipped classrooms, realizing how essential the use of technology is to carry on a motivating lesson. The students appeared to be involved and willing to play an active role in the learning process; the teacher, in his turn, became a guide, a facilitator, helping them develop personal opinions, use creative thinking skills and English language competences.

The ideas and expectations we had will definitely fit into our education and career plans: first of all we are going to use the e-twinning portal for the dissemination of the results of the mobility. Secondly, we are to transfer the practises acquired to the teaching plans for the use of bilingualism and CLIL during the teacher team meetings and the disciplinary departments. Finally we are ready to adapt the new methodologies to some classes, creating teaching units dedicated to CLIL to be included in the annual syllabus.

As for the Dutch colleagues, they all appeared to be a really professional and motivated team, the relationship with the students and the headteacher was deeply respectful and the whole school environment was absolutely comfortable.

Caserta 14th November 2016

The teachers

Silvana Colantonio

Loredana Tornincasa