



# Creative Learning for A Sustainable World

Ljubljana, Slovenia  
October 1–3, 2009



6<sup>TH</sup> INTERNATIONAL CONFERENCE  
ON EDUCATION FOR SUSTAINABLE DEVELOPMENT  
AND CREATIVITY AND INNOVATION



## Welcome to the 6<sup>th</sup> International Conference

On behalf of the Learning Teacher Network I wish you warmly welcome to the network's 6<sup>th</sup> International Conference, which has the title 'Creative Learning for a Sustainable World'. Alike previous conferences, the event will be a golden opportunity for gaining new knowledge and sharing experience with colleagues in a good and friendly atmosphere in an international setting.

This year's conference addresses two main ingredients of future education: creativity and innovation, and education for sustainable development (ESD). High profile keynote speakers and a large number of professionals in education from all levels of education gather together to exchange front-line knowledge and good practice. Already now I would like to express my appreciation of the more than 90 presenters from 15 countries who will contribute with sessions, altogether ensuring that the conference will be an extraordinary venue for international collaboration.

I hope that also you will join this important event of the year and take the opportunity to participate in the coming stimulating and knowledge building discussions. The conference will be a unique opportunity for networking and for making new connections for the future.

We gratefully recognize the kind support of the conference given by the City of Ljubljana and the Mayor of Ljubljana, Mr Zoran Jankovič. I am convinced that each one participating at the conference will enjoy the lovely capital of Slovenia and the eloquent environment in which the conference will take place.

Welcome to the 6th International Conference!

Magnus Persson  
Network Coordinator  
The Learning Teacher Network

## Thematic focus

The 6th International Conference will address and interlink two vital and main ingredients of education and training:

- Creativity and Innovation
- Education for Sustainable Development (ESD)

By the choice of theme, the conference will recognise both the UNESCO Decade for Education for Sustainable Development (2005-2014) and the European Year of Creativity and Innovation 2009. By combining these two key educational issues of today, the conference will be a platform for professional sharing and debate on the imperative themes.

Education for sustainable development (ESD) is a conceptual framework which comprises and links the environmental,

social and democratic, and economic dimensions for long term sustainability.

In the strategic priorities of the European Lifelong Learning Programme for the year 2009, the Commission puts forward that European educational actions shall aim

- to support creativity and innovation in all systems and levels of education and training, in view of making the European Year of creativity and innovation 2009 a success;
- to reinforce sustainable development, including issues relating to energy and climate change, through actions in all sectors of education and training.



## Conference Programme

### Thursday Oct 1<sup>st</sup>

- 16h30 Registration of delegates followed by a Welcome Drink at 17h30
- 18h00 Cultural Ceremonies  
Opening Session with Words of Welcome from  
- The Mayor of Ljubljana  
and honoured representatives from  
- The Ministry for Education and Sport in Slovenia  
- The European Commission Representation in Slovenia  
- The National EU Agency for Lifelong Learning (CMEPIUS)  
- The Network Coordinator of the Learning Teacher Network
- 19h15 Plenary: Richard Gerver, Inspirational Leader and Educator, England UK  
'Creativity and passion in education'
- 20h30 Welcome Dinner

### Friday Oct 2<sup>nd</sup>

- 09h00 Plenary: Prof. Charles Hopkins, UNESCO Chair reorienting teacher education to address sustainability, Toronto Canada  
'ESD – The contribution of all educators'  
Introduction followed by a plenary discussion
- 10h00 Coffee break
- 10h30 Parallel Sessions A
- 11h45 Parallel Sessions B
- 13h00 Lunch
- 14h00 Parallel Sessions C
- 15h30 Free time for networking
- 19h00 Reception at the Ljubljana City Hall  
Hosted by the Mayor of Ljubljana

### Saturday Oct 3<sup>rd</sup>

- 09h00 Plenary: Prof. Hans Rosling, Karolinska Institute, and the founder of the Gapminder Foundation, Stockholm Sweden  
'A fact based world view'
- 10h00 Coffee break
- 10h30 Parallel Sessions D
- 11h45 Parallel Sessions E
- 13h00 Lunch
- 14h00 Parallel Sessions F
- 15h00 Coffee break
- 15h30 Parallel sessions G
- 16h45 Closing Ceremonies
- 19h00 Conference Banquet





# Presentation of the Keynote Speakers



## Prof. Charles Hopkins

UNESCO CHAIR REORIENTING TEACHER EDUCATION TO ADDRESS  
SUSTAINABILITY, AND UNITED NATIONS UNIVERSITY CHAIR FOR  
EDUCATION FOR SUSTAINABLE DEVELOPMENT

The title of the speech

## **ESD - The Contribution of All Educators**

*"ESD is one of the more powerful tools for preparing civilizations for the future. There is hope if we begin to collaborate on a global scale to see a more sustainable future for all as the ultimate goal of humanity."*

Charles Hopkins is at York University in Toronto where he holds both a UNESCO Chair and a United Nations University Chair. The UNESCO Chair coordinates an international network of teacher education institutions working upon the reorientation of teacher education to address sustainable development. The UNU Chair focuses upon the role of ESD in community development. Hopkins is an advisor to UNESCO and UNU regarding the UN Decade of Education for Sustainable Development (UNDESD). He played major roles in both the Rio and Johannesburg UN Summits on Sustainability. He was an author of Chapter 36 of Agenda 21, the Rio Earth Summit Action Plan on Education, Public Awareness and training. Previously, Mr. Hopkins was a Superintendent with the Toronto Board of Education.

## Prof. Hans Rosling

PROFESSOR OF INTERNATIONAL HEALTH  
THE FOUNDER OF THE GAPMINDER FOUNDATION



The title of the speech

### A Fact Based World View

Hans Rosling is professor of International Health at Karolinska Institutet, Stockholm, Sweden. Even the most worldly and well-traveled among us will have their perspectives shifted by the professor of global health. His current work focuses on dispelling common myths about the so-called developing world, which (he points out) is no longer worlds away from the west. In fact, most of the third world is on the same trajectory toward health and prosperity, and many countries are moving twice as fast as the west did.

What sets Rosling apart isn't just his apt observations of broad social and economic trends, but the stunning way he presents them through Gapminder, a remarkable trend-revealing software he created. By any logic, a presentation that tracks global health and poverty trends should be, in a word: boring. But in Rosling's hands, data sings. Trends come to life and the big picture snaps into sharp focus.

When working as doctor in Mozambique he discovered a formerly unrecognized paralytic disease that his research group named konzo. His research concerns links between economy and health in Africa, Asia and Latin America. Now the global health professor is looking at the bigger picture, increasing our understanding of social and economic development. Hans Rosling is the founder of Gapminder Foundation. He has been adviser to WHO and UNICEF, he co-founded Médecines sans Frontiers in Sweden, and he published a textbook on Global

## Richard Gerver

INSPIRATIONAL LEADER & EDUCATOR



The title of the speech

### Creativity and Passion in Education

Richard Gerver is an associate of Sir Ken Robinson and is featured in his new book 'The Element'. He works as a consultant on creativity, leadership and education and has been described as 'One of the most inspirational leaders of his generation.'

Richard Gerver is a former actor who gained his reputation leading a school on the brink of failure to global recognition within five years. As a result he won a highly prestigious National Teaching Award in 2005. The ideas about creativity that led to this success echo many of Sir Ken's and implemented them in a practical setting. He has worked as a policy consultant to the British Government and a variety of its agencies including the QCA and the National College of School Leadership. His work transcends education and is now having a major impact on organisations around the world including; UNESCO, The British Council, Skanska, The Welsh Government and The National Federation of Enterprise Agencies.

Now the Director of two companies: IC-ED and Ninja Kids, he works to share his unique vision of leading people in the 21st century and promoting creativity and innovation across all sectors and through all forms of media but his passion lies as a speaker. He deals with the issues that face us all in our lives today and the lives of our children tomorrow: Creativity, Risk, Innovation, Leadership, Technology and Wellbeing.

## OVERVIEW OF THE CONFERENCE

### Thursday 1 October 2009

#### Plenary Session

18.00–19.15	Opening Session and Cultural Programme
19.15–20.15	Keynote Address by Richard Gerver England UK
20.30	Conference Welcome Dinner

### Friday 2 October 2009

#### Plenary Session

09.00–10.00	Keynote Address by Prof. Charles Hopkins Canada
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#### Coffee

#### Parallel Sessions

10.30–11.30	A1	A2	A3	A4	A5	A6	A7
11.45–12.45/13.15	B1	B2	B3	B4	B5	B6	B7
Lunch							
14.00–15.30	C1	C2	C3	C4	C5	C6	C7

#### Reception

19.00	The City Hall
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### Saturday 3 October 2009

#### Plenary Session

09.00–10.00	Keynote Address by Prof. Hans Rosling Sweden
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#### Coffee

#### Parallel Sessions

10.30–11.30	D1	D2	D3	D4	D5	D6	
11.45–12.45	E1	E2	E3	E4	E5	E6	E7
Lunch							
14.00–15.00	F1	F2	F3	F4	F5	F6	
Coffee							
15.30–16.30	G1	G2	G3	G4	G5	G6	

#### Closing Session

16.45–17.15	Closing Words
19.00	Conference Banquet

## OVERVIEW OF CONFERENCE SESSIONS

### THURSDAY 1 OCTOBER

#### Opening Session

18.00	Cultural Ceremony Words of Welcome by Honoured Guests
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#### Keynote Address

19.15	<b>Creativity and Passion in Education</b> Richard Gerver, England UK
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### FRIDAY 2 OCTOBER

#### Keynote Address

	<b>ESD - The Contribution of All Educators</b> Prof. Charles Hopkins, Toronto Canada
09.00–10.00	Halfway through the UN Decade of Education for Sustainable Development the world held an assessment gathering in Bonn. We realize the world has learned a lot, has achieved a great deal and has made serious plans for the next five years. This presentation will visit some of the Bonn highlights and then open for a plenary discussion on the issues to be addressed in moving forward.  Prof. Charles Hopkins will introduce the session by a 15 to 20 minutes speech and put forward discussion topics, where after a plenary discussion will follow.
10.00	<b>Coffee Break</b>

## Parallel Sessions A

10.30–11.30	<b>A1 Creative Partnerships: A twenty first century creative learning programme</b> Catherine Orbach, Peter Thompson Creative Partnerships Hastings and East Sussex, England UK	<b>A2 BITI (Being)</b> Drago Pintarič, Katarina Rešek, Atej Tutta KUD Pozitiv – DIC, SI	<b>A3 Multilingualism fostering creativity: e-CLILT (e-based Content and Language Integrated Learning Training)</b> Claudia Saccone Università degli Studi del Molise, IT
	<b>A4 LärHut – The Global School and the national network of teacher educators for ESD in Sweden</b> Kerstin Sonesson, Karin Nilsson, Malmö University, SE Hans Ljungqvist, the Global School SE Petronella Odhner, the International Programme Office for Education and Training, SE	<b>A5 Quality in our pre-school</b> Tina Merčnik, Tamara Danieli Vrtec Hans Christian Andersen, SI	<b>A6 Teachers' thinking progression in the process of transition to planning their own school curriculum</b> Jaroslav Faltýn Research Institute of Education in Prague, CZ
	<b>A7 Sustainable learning organisations</b> Richard Krusell, Owe Johansson Säfte Lärcenter, SE		
11.30	Break		

## Parallel Sessions B

11.45–12.45 / 13.15	<b>B1 Creativity for teaching and teaching for creativity</b> Susanne Müller-Using, Ingrid Kunze University of Osnabrück, DE Gerhild Bachmann University of Graz, AT	<b>B2 Education for a Happy Planet – from subjective well-being to cultural change</b> Helena Marujo, Luis Miguel Neto University of Lisbon, PT	<b>B3 Ways to develop a democratic school governance and to empower staff and students</b> Marie-Odile Nouvelot AgroSup Dijon, FR Elena Luppi University of Bologna, ES Philippe Sahuc ENFA, Toulouse, FR Sébastien Jakubowski AgroSup Dijon, FR
	<b>B4 Semi-autonomous learning (SAL) – Rethinking foreign language education at the Faculty of Business Economics of Hasselt University</b> Martine Verjans, Willy Clijsters, Anouk Gelan, Hasselt University, BE	<b>B5 Including elements of Reggio Emilia concept in Slovene curriculum for preschool education</b> Tatjana Devjak, Sanja Berčnik, University of Ljubljana, SI	<b>B6 Classroom Instruction That Works with English Language Learners - Setting Language Objectives</b> Jane D Hill Mid-continent Research for Education and Learning, Denver Colorado USA
	<b>B7 Teaching pupils with another mother language</b> Ingela Nilsson Uddevalla kommun, SE		
13.00	Lunch		

# OVERVIEW OF CONFERENCE SESSIONS

## FRIDAY 2 OCTOBER

### Parallel Sessions C

14.00–15.30	<b>C1 Teachers' professional activities standard – the Czech way</b> Karel Rýdl, Michaela Pišova, Klára Kostková University of Pardubice, CZ	<b>C2 Storyline- Human Rights in the Classroom</b> Inger Lindvall The Global School Uddevalla, SE Karin Eckerdal Nyköpings Gymnasium, SE	<b>C3 Face it</b> Henny Oude Maatman, Paul Stuit, Froukje Bakker Hogeschool Edith Stein, NL
	<b>C4 – Global learning in a local context - Education for Sustainable Development in a changing world. Practical examples from The Global School and TWO Swedish municipalities</b> Christina Edman The Global School SE Anna Lindahl Bodens kommun, SE Eva Erixon Vålbergsskolan, SE	<b>C5 Not being able to speak is not the same as not having anything to say - ACC, Alternative and Augmentative Communication</b> Eva Thomasson, Jessica Eriksson, Jenny Persson Sundsta-Älvkulle gymnasiet, SE	<b>C6 Classroom Instruction That Works with English Language Learners - Cues and Questions</b> Jane D Hill Mid-continent Research for Education and Learning, Denver Colorado USA
	<b>C7 Mini School of Rock &amp; Roll</b> Aleš Sila, Tomaž Ugrl, Sonja Šega, Miha Nemanič Osnovna šola Vižmarje Brod, SI		

### Headteachers' Networking Meeting

15.30	<b>The Learning Teacher Network's Thematic Interest Group for Headteachers</b> will meet for 45 to 60 minutes for an introduction, short topic discussion in groups, and agreements. All conference delegates who are school leaders are welcome. The meeting will be chaired by dr. Tony Hayes (UK), Anne Buhl Jørgensen (DK) and Ivan Lorenčič (SI).
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# OVERVIEW OF CONFERENCE SESSIONS

## SATURDAY 3 OCTOBER

### Keynote Address

**A Fact Based World View**  
Prof. Hans Rosling, Stockholm Sweden

09.00–10.00

**Coffee Break**

10.00

### Parallel Sessions D

**D1 Innovation, a state of mind**  
Peter Hoogenboom  
The Hague University, NL

**D2 ESD in Teacher Education at Malmö University**  
Karin Nilsson, Kerstin Sonesson  
Malmö University, SE

**D3 Romeo & Juliet; Diversities' Saving Grace?**  
Raymond Hill  
University of Colorado, USA

**D4 Eating Abroad Together (EAT)**  
- How to fully integrate MFL in the primary curriculum across Europe  
Pam Tipping, Marie-France Noel  
Canterbury Christ Church University, England UK

**D5 Virtual communities: a way to foster creativity, cooperation and communication in teaching and learning**  
Luisa Carreira  
Associação de Professores de Sintra, PT

**D6 When life isn't well enough. A description of support team for teachers and students at an upper secondary school - a toolbox**  
Annika Örtqvist, Jessica Erlingsson, Eva Thomasson  
Sundsta-Älvkulle gymnasiet, SE

10.30–11.30

**Break**

11.30

### Parallel Sessions E

**E1 Researching and modelling the sustainability of innovations**  
Stefan Zehetmeier  
University of Klagenfurt, AT

**E2 Introduce ESD into your curriculum:**  
Anne Buhl Jørgensen, Kenneth Højland, Jørn Andreassen  
Egebjergskolen, DK

**E3 Belonging to Europe as to a garden**  
Aline Rutilly, Monique Malique  
ASBL Paysage et patrimoine sans frontière, FR

**E4 My own dictionary**  
Froukje Bakker  
Hogeschool Edith Stein, NL

**E5 Intergenerational connecting:**  
Tanja Starc, Darja Rakovič  
Vrtec Zagorje ob Savi, SI

**E6 The impact of e-learning on the self confidence, sense of worth and academic progress of students who are out of school**  
Joan Amos, Paul LeFevre  
The Flexible Learning Service at East Sussex County Council, England UK

**E7 Enquiring Minds: empowering young researchers**  
Graham Handscomb  
Essex School Improvement, England UK

11.45–12.45

**Lunch**

13.00

# OVERVIEW OF CONFERENCE SESSIONS

## SATURDAY 3 OCTOBER

### Parallel Sessions F

10.30–11.30

**F1 The creative curriculum in a Primary context – a topic-based approach with emphasis on the use of music**  
Linda Benton, Graham Ashwell  
Gresham Primary School, England UK

**F2 Reflection, cooperation, and democracy**  
Asta Lantz, Charlotte Tüxen  
Holmegaardskolen, DK

**F3 Developing teachers' intercultural awareness through online collaboration**  
Alan Britton  
University of Glasgow, Scotland UK

**F4 Exploring ethical dilemmas around sustainability for initial teacher education students of Business and Religious Studies**  
Martin Fitzgerald  
Tipperary Institute, IE

**F5 Developing Narrative Skills through a structured multisensory approach**  
Sarah Dickin, Elizabeth Freeman  
East Sussex Language and Learning Support Services, England UK

**F6 Teachers as a web-based learning community**  
Zdenek Sleska  
Research Institute of Education in Prague, CZ

11.30

Coffee Break

### Parallel Sessions G

15.30–16.30

**G1 Can I be YOU for a single day? So WE can create something together**  
Marc Thiry, Anton de Vries, Herman Hoedemaker, Pieter jan Struik  
Instituut Service Management (ISM), NL

**G2 Towards successful practice of ESD**  
Christer Torstensson  
The Global School SE  
Liz Berg  
Kärtrorps gymnasium SE  
Satu Molander  
Modersmålsenheten Stockholm SE  
Christine Olanya  
The Victoria Montessori Entebbe Uganda  
Daniel Ndagga, Olive Ayebale  
Entebbe Municipal Council Uganda

**G3 How to implement the international dimension in all schools in a local area**  
Abelone Berglöv, Jytte Hildebrand  
Sorø Kommune DK  
Dorte Olesen  
Stenlille skole, DK

**G4 Enhancing Learning in New-Build Schools: A Case Study of Effective Practice**  
Francia Kinchington, Bill Goddard  
University of Greenwich, England UK

**G5 Teaching Social Skills in Partnership with Parents**  
Katja Zalar  
Vrtec Šentvid, SI

**G6 SCHOOLS in Network cooperation with industry**  
Ola Johansson  
Karlstad-Hammarö Gymnasieförvaltning, SE  
Inger Thysell  
Karlstad-Hammarö Gymnasieförvaltning, SE

### Closing Plenary Session

16.45–17.15

# PRESENTATION OF CONFERENCE SESSIONS

## PLENARY SESSION

FRIDAY 2 OCTOBER

at 09.00 – 10.00

### KEYNOTE SPEECH FOLLOWED BY A PLENARY DISCUSSION

#### ESD - The Contribution of All Educators

**Prof. Charles Hopkins, Toronto Canada**

Halfway through the UN Decade of Education for Sustainable Development the world held an assessment gathering in Bonn. We realize the world has learned a lot, has achieved a great deal and has made serious plans for the next five years. This presentation will visit some of the Bonn highlights and then open for a plenary discussion on the issues to be addressed in moving forward.

Prof. Charles Hopkins will introduce the session by a 15 minutes speech and put forward discussion topics, where after a plenary discussion will follow.

## PARALLEL SESSIONS

FRIDAY 2 OCTOBER

at 10.30 – 11.30

#### A1 Creative Partnerships: A twenty first century creative learning programme

**Presenters:**

**Catherine Orbach, Creative Partnerships Hastings and East Sussex, England UK**

**Peter Thompson, Creative Partnerships Hastings and East Sussex, England UK**

*Lecture. Target audience: General*

The last 10 years has seen an increasing focus on creativity in learning in the UK. Creative Partnerships, a government funded programme set up in 2002 owes much to Sir Ken Robinson's report of 1999 All Our Futures; Creative and Cultural Education. This identified the need for creative skills in the twenty first century work place. Creative Partnerships develops the creative skills of young people through partnerships between schools and creative professionals, working to transform teaching and learning across the whole curriculum. Seven years, the programme is now mainstream and creativity and innovation are increasingly high on government agendas and in curriculum reform.

#### A2 BITI (Being)

**Presenters:**

**Drago Pintarič, KUD Pozitiv – DIC, Slovenia**

**Katarina Rešek, KUD Pozitiv – DIC, Slovenia**

**Atej Tutta, KUD Pozitiv – DIC, Slovenia**

*Open session. Target audience: General, Secondary/Upper secondary*

BITI - DIC je svet / BEING - DIC is the world. The project is connected to the field of a sustainable way of living and responsible consumption and to the search for creative and innovative solutions for improving the quality of life and cohabitation in a particular community. The project is conducted within the educational institution DIC (Ivan Cankar Student's Home), which represents a "laboratory" with 600 pupils and 100 students. The purpose of the project is to raise the social and environmental awareness of the young through concrete activities and experience. It is conducted in the form of research workshops (contemporary arts filed) and individual events and actions. We expect that, through cooperation (and comparison) with other similar projects, the project's results will extend beyond the Home into the broader public space.

#### A3 Multilingualism fostering creativity: e-CLILT (e-based Content and Language Integrated Learning Training)

**Presenter:**

**Claudia Saccone, Università degli Studi del Molise, Italy**

*Workshop. Target audience: General*

[www.eclilt.net/](http://www.eclilt.net/)

On the 18th of September, The European Commission published the new Communication called 'Multilingualism: an asset for Europe and a shared commitment': "There is empirical evidence that skill in several languages fosters creativity and innovation: multilingual people are aware that problems can be tackled in different ways according to different linguistic and cultural backgrounds and can use this ability to find new solutions.", this is one of the aims of 10 European countries working at designing a transnational CLIL course to be adapted to different national contexts. This is why subject teachers can be interested in CLIL (Content and Language Integrated Learning) and in an innovative e-training course.

#### A4 LärHut – The Global School and the national network of teacher educators for ESD in Sweden

**Presenters:**

**Kerstin Sonesson, Malmö University, Sweden**

**Karin Nilsson, Malmö University, Sweden**

**Hans Ljungqvist, the Global School in Sweden**

**Petronella Odhner, the International Programme Office for Education and Training, Sweden**

*Open session. Target audience: Higher education*

The Global School will foster intercultural dialogue and education in global issues for sustainable development in preschools, schools, adult education and teachers training institutions in

Sweden. The Global School is a programme administrated by the International Programme Office and funded by the Swedish International Development Agency (Sida). In this session we will present LärHut, a national network about, in and for ESD. One aim of the network is to join hands and learn from each other in the process of developing ESD in Teacher Education. Some good examples and outputs of our cooperation will be presented.

#### A5 Quality in our pre-school

**Presenters:**

**Tina Merčnik, Vrtec Hans Christian Andersen, Slovenia**

**Tamara Danieli, Vrtec Hans Christian Andersen, Slovenia**

*Workshop. Target audience: Pre-school and primary school*

With our contribution we would like to represent our innovative project 'Quality in our pre-school'. We have 3 project teams that are improving quality of pre-school work on different areas. Throught presentation of our 'Team for quality in pre-school groups' and few workshops for participants we will practically show how we improved cooperation of group co-workers (the pre-school teacher and her assistant). Our team managed to create a list of important cooperation fields (expectations, communication with parents, role of pre-school teachers in group, work planing etc.) that help our co-workers to get on higher level of cooperation.

#### A6 Teachers' thinking progression in the process of transition to planning their own school curriculum

**Presenter:**

**Jaroslav Faltýn, Research Institute of Education in Prague, the Czech Republic**

*Lecture. Target audience: Pre-school, primary school, secondary and upper secondary school*

How do schools adopt the liability for the curriculum planning? Which professional skills of the school staff are perceived as the most problematic? How to solve these problems? The presentation will introduce results of investigation focused on changes of approach to planning and designing the school curriculum. Furthermore experience and findings acquired in process of ESF projects carried out at Czech secondary schools will also be presented.

#### A7 Sustainable learning organisations

**Presenters:**

**Richard Krusell, Säfte Lärcenter, Sweden**

**Owe Johansson, Säfte Lärcenter, Sweden**

*Open session. Target audience: General*

By tradition learning and working are divided into to two separate worlds, the school and the workplace. During the last years we have developed

and implemented new methods for at job training based on the every day work and challenges within the elderly care. The core is a new way looking upon learning and a cultural change within both the education and work systems. Seeing work and learning as an integrated whole. We call this to move from consumption of courses to learning organisations. The sustainability lays within continuous learning and development, economics and environmental aspects.

## PARALLEL SESSIONS

### FRIDAY 2 OCTOBER

at 11.45 – 12.45/13.15

#### B1 Creativity for teaching and teaching for creativity

##### Presenters:

**Susanne Müller-Using, University of Osnabrück, Germany**

**Gerhild Bachmann, University of Graz, Austria**

**Ingrid Kunze, University of Osnabrück, Germany**

*Workshop. 90 minutes. Target audience: General*  
www.viseus.eu

In the frame of the European project "VISEUS - Virtually connected language workshops at European schools" we have developed a teacher-training concept which includes the module Creative Teaching. In this workshop we would like to present the main contents of this reflexive teaching approach, in theory and practice illustrated by a lot of examples. Main topics are: Introduction to Creativity by taking into account the most current research (eg. Runco 2007, Sternberg 2007), Creative teaching in creative environments (Urban-Modell 2004), creative teaching methods and instruments in language teaching settings. All this will be presented on the base of nearly two years of practical project experience in applying this approach in project schools.

#### B2 Education for a Happy Planet – from subjective well-being to cultural change

##### Presenters:

**Helena Marujo, University of Lisbon, Portugal**

**Luis Miguel Neto, University of Lisbon, Portugal**

*Workshop. 90 minutes. Target audience: General.* Creating conditions for individual happiness became an important arena for the dreamed schools of the future. Positive emotions, flow, or character strengths, appeared as new aims for teachers' training, intervention with students and public policy in countries around the world. In parallel, the need for the co-construction of positive institutions was connected with the urge to change cultures and balance the optimization of individual happiness with social and economic indicators and the sustainability of the planet. This workshop will actively present theo-

retical and empirical backgrounds of intervention programs implemented in several countries towards those aims, with a particular emphasis on the work done in Portuguese schools

#### B3 Ways to develop a democratic school governance and to empower staff and students

##### Presenters:

**Marie-Odile Nouvelot, AgroSup Dijon, France**

**Elena Luppi, University of Bologna, Spain**

**Philippe Sahuc, ENFA, Toulouse, France**

**Sébastien Jakubowski, AgroSup Dijon, France**

*Open session. 90 minutes. Target audience: General, Secondary and upper secondary.*

www.epic.educagri.fr/index.php?id=68&L=3

The Comenius EPIDORGE action research project (2004-07) has given evidences that staff and students can take part in the daily school management on some conditions. This empowering process can only be efficient and durable if the whole governance of the school evaluates in a democratic and learning perspective. We intend to discuss this topic in the Open session by presenting some results of EPIDORGE project about the students' empowerment and the first results of the research and exchange of experiences currently developed in 12 vocational schools. (Marie-Odile Nouvelot)

Students' empowerment is necessary for making the school a sustainable organisation. What kind of personal characteristics, competences and abilities does it implies? How can we develop it through school education? How can we assess it? In the open session we would try to give answer to these questions. (Elena Luppi)

How the evolution towards new forms of governance questions the current styles of school management, to connect a logic of manager (school effectiveness) and a learning form of leadership (organisational and professional development). (Sébastien Jakubowski)

How the students involved in EPIDORGE project have reviewed and presented in a photo expo the different ways in which they have been involved in a process of organisational change. (Philippe Sahuc)

#### B4 Semi-autonomous learning (SAL) – Rethinking foreign language education at the Faculty of Business Economics of Hasselt University

##### Presenters:

**Martine Verjans, Hasselt University, Belgium**

**Willy Clijsters, Hasselt University, Belgium**

**Anouk Gelan, Hasselt University, Belgium**

*Lecture. 60 minutes. Target audience: Higher education*

Over the last few years, language teaching at the Faculty of Business Economics of Hasselt University has been confronted with a decrease of

ECTS credits within the curriculum. Therefore, a rethinking of the language teaching concept was necessary ensuring maximum efficiency of the credits and contact hours available. In accordance with the shift in education from knowledge transfer towards knowledge exchange and competence training, a system of Blended Learning was created, combining self-study with specifically designed e-learning material and contact sessions with a coach.

The first 4 year experiences have proven to be successful but there are several conditions to be met, not in the least where the teacher role is concerned.

#### B5 Including elements of Reggio Emilia concept in Slovene curriculum for preschool education

##### Presenters:

**Tatjana Devjak, University of Ljubljana, Slovenia**

**Sanja Berčnik, University of Ljubljana, Slovenia**

*Lecture. 60 minutes. Target audience: Pre-school and primary*

When monitoring the achievements in preschool education around the world, it is impossible to overlook a contemporary concept, whose institution extends well in the year of 1963 and is today practiced in 22 kindergartens in Reggio Emilia (northern Italy). The concept became interesting after the year of 1983, when children from Reggio Emilia kindergartens introduced their products (pictures, drawings, statuettes, models, photographs, projects shown on panels...) on exhibition in Stockholm. They challenged the attention of professional, cultural and lay public because of exceptional display of children's creativity and achievements. Concept Reggio Emilia derives from many different theories and leans mostly on involvement in cultural environment, diversity of children, development and use of all senses in cognitive development and quality interaction and communication. In this paper authors are focusing on three specific elements of Reggio Emilia concept (participation, cooperation with local community and project work) and their implementation in Slovene curriculum for preschool education.

#### B6 Classroom Instruction That Works with English Language Learners - Setting Language Objectives

##### Presenter:

**Jane D Hill, Mid-continent Research for Education and Learning, Denver Colorado USA**

*Workshop. 90 minutes. Target audience: General, Secondary and upper secondary*

Classroom Instruction That Works with English Language Learners views the nine categories of research-based instructional strategies first identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) through a filter of five stages of language acquisition. The result is applications that allow mainstream K-12 teachers to successfully engage ELLs. We



will review the research, present the five stages of language acquisition, and show you how to adapt one strategy, Setting Objectives, for ELL students.

## **B7 Teaching pupils with another mother language**

### **Presenter:**

**Ingela Nilsson, Uddevalla kommun, Sweden**

*Open session. 60 minutes. Target audience: Pre-school, primary and secondary school*

The lecture describes the Swedish method of organising preparatory classes at primary and secondary school for the teaching of pupils that arrive as refugees or immigrants without any knowledge of Swedish. In the preparatory class intensive training of the Swedish language is carried out at the same time as the pupil takes the other school subjects in the mother language. The reason is to avoid a situation where the pupil loses previous knowledge gained in the home country. At the session the syllabi 'mother language' and 'Swedish as second language' will be commented as well as the model for assessment that forms the basis of giving marks.

Already at pre-school the small children meet a mother language teacher who is a bridge to the Swedish language and to the Swedish pre-school culture.

The notion behind this structure of teaching and learning is to increase integration, support inclusion and give the pupil the possibility to enter and continue regular schooling.

## **PARALLEL SESSIONS**

### **FRIDAY 2 OCTOBER**

**at 14.15 – 15.45**

## **C1 Teachers' professional activities standard – the Czech way**

### **Presenters:**

**Karel Rýdl, University of Pardubice, the Czech Republic**

**Michaela Pišová, University of Pardubice, the Czech Republic**

**Klára Kostková, University of Pardubice, the Czech Republic**

*Workshop. Target audience: General*

The pressure of the global processes links the education to be more and more autonomic and self responsible. Czech way of the educational reform is very liberal and open, but we need to have different kinds of standards. It is necessary for effective evaluation of the processes and results. One of them was created last year. Standardisation of the teachers' professional activities. The aims, structure, content, tools, indicators and evaluation instruments will be presented. The audience will present own opinions with the teacher professional activities standard for the experiences exchange.

## **C2 Storyline- Human Rights in the Classroom**

### **Presenters:**

**Inger Lindvall, the Global School Uddevalla, Sweden**

**Karin Eckerdal, Nyköpings Gymnasium, Sweden**

*Workshop. Target audience: Pre-school, primary, secondary and upper secondary*

The Declaration of Human Rights is of utmost significance around the world today, especially in a school environment. We can never take the rights for granted. How do we as teachers create a sustainable school where human rights are reflected upon? How can we equip the generation of tomorrow for a challenging future? This workshop presents how the method Storyline becomes an efficient tool in order to engage learners in a creative way. Inger Lindvall, teacher in primary school and teacher trainer and Karin Eckerdal, Eng./ R.E. teacher in upper secondary school, represent the organisation The Global School in Sweden.

## **C3 Face it**

### **Presenters:**

**Henny Oude Maatman, Hogeschool Edith Stein, the Netherlands**

**Paul Stuit, Hogeschool Edith Stein, the Netherlands**

**Froukje Bakker, Hogeschool Edith Stein, the Netherlands**

*Workshop. Target audience: General, pre-school, primary school, higher education*

[www.european-teachers.eu/](http://www.european-teachers.eu/)

Face it: Focus on Awareness of Culture and Education for international Teachers

We will present a model for European and international teachers, discuss the competences of the teachers with you after two parts of using the materials together about: cultural heritage and the family albums (Paul Stuit) and an education model for sustainable development (Henny Oude Maatman).

## **C4 – Global learning in a local context - Education for Sustainable Development in a changing world. Practical examples from The Global School and the Swedish municipalities of Karlstad and Boden**

### **Presenters:**

**Christina Edman, the Global School in Sweden**

**Anna Lindahl, Bodens kommun, Sweden**

**Eva Erixon, Vålbergsskolan, Sweden**

*Open session. Target audience: General, pre-school, primary, secondary and upper secondary, higher education*

In the UN declaration produced at the summit meeting in Johannesburg 2002 it is emphasized that education is of decisive importance for sustainable development of society. Hence, all countries are to work to ensure that sustainable development permeates all levels of the educational system. In December 2003, the Swedish Parliament enacted Sweden's Policy for Global Development (PGD), with the UN Millennium

Development Goals (2000) as the point of departure.

But what does this mean in practice? How are global issues and a global agenda taken into the classrooms in Swedish preschools, primary schools and secondary schools? How can schools and preschools prepare youth and children for a future with an increasing globalisation?

This seminar will picture how Sweden in general, and local schools and preschools in particular, have implemented ways of teaching global issues in their local classrooms. The Global School and teachers from two Swedish municipalities; Boden and Karlstad, will present their collaboration and concrete examples of how local schools and preschools have worked with a focus on global knowledge and global sustainable development - from economic and social as well as ecological points of view.

## **C5 Not being able to speak is not the same as not having anything to say - ACC, Alternative and Augmentative Communication**

### **Presenters:**

**Eva Thomasson, Sundsta-Älvkullgymnasiet, Sweden**

**Jessica Eriksson, Sundsta-Älvkullgymnasiet, Sweden**

**Jenny Persson, Sundsta-Älvkullgymnasiet, Sweden**

*Workshop. Target audience: General*

This is a lecture containing knowledge about communication and AAC, Alternative and Augmentative Communication. Based on laws, statements and guidelines that exist we will present different types of AAC and evidences that support AAC. In our work, as communication coaches with a socio-cultural perspective, innovation and creativity are our watchwords as we constantly invent solutions for our students' communication. Our job is to find out what kind of AAC that suits the student and makes him/her as independent as possible in their communication and in their lives. This lecture is a preparation for a workshop where you can try and experience different ways to communicate.

## **C6 Classroom Instruction That Works with English Language Learners - Cues and Questions**

### **Presenter:**

**Jane D Hill, Mid-continent Research for Education and Learning, Denver Colorado USA**

*Workshop. Target audience: General, secondary and upper secondary*

Classroom Instruction That Works with English Language Learners views the nine categories of research-based instructional strategies first identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) through a filter of five stages of language acquisition. The result is applications that allow mainstream K-12 teachers to successfully engage ELLs. We

will review the research, present the five stages of language acquisition, and show you how to adapt one strategy, Cues and Questions, for ELL students.

## C7 Mini School of Rock & Roll

### Presenters:

**Aleš Sila, Osnovna šola Vižmarje Brod, Slovenia**

**Tomaž Urgl, Osnovna šola Vižmarje Brod, Slovenia**

**Sonja Šega, Osnovna šola Vižmarje Brod, Slovenia**

**Miha Nemanič, Osnovna šola Vižmarje Brod, Slovenia**

*Lecture. 60 minutes. Target audience: Pre-school and primary school.*

For three years now the elementary school Vižmarje Brod has been carrying on the project called 'mini school of rock & roll'. It started as simply teaching only the classical guitar, but lately it expanded into teaching other instruments as well, such as the electric guitar, the electric bass guitar and the drums – all the instruments needed for performing rock & roll. There are 25 pupils at the age of 10 to 13 currently attending this mini school and forming two pop-groups. The groups show their talent at the annual Christmas concert, and they organise two concerts during the school year where they show what they have learnt so far. In May 2008 they also recorded and produced the first album in their own recording studio. The school video section is going to shoot video spots to the music. The project is also a part of the cross-curricular linking of subjects with subjects such as Music, English, Slovene, Art, and others. What are the pupil's advantages of joining such a project? The session will reveal the answers.

## PLENARY SESSION

### KEYNOTE ADDRESS

#### SATURDAY 3 OCTOBER

at 09.00 – 10.00

### A fact based world view

**Prof. Hans Rosling, Stockholm, Sweden**

## PARALLEL SESSIONS

#### SATURDAY 3 OCTOBER

at 10.30 – 11.30

### D1 Innovation, a state of mind

#### Presenter:

**Peter Hoogenboom, the Hague University, the Netherlands**

*Lecture. Target audience: Pre-school and primary school, higher education*

In perspective of the demand of a "new type"

of teacher, the Hague University has started a project for its fourth year students. Key words in this project are: research and innovation. One of the greatest challenges for teachers is keeping pace with developments in society. Facing these rapid changes teachers have to learn new skills. During the first semester of the year, every fourth year student participates in a project. During this presentation, you will be informed about the organization and the content of this project. We will inform you about the revenues of the process for both the student and the institution.

### D2 ESD in Teacher Education at Malmö University

#### Presenters:

**Karin Nilsson, Malmö University, Sweden**

**Kerstin Sonesson, Malmö University, Sweden**

*Workshop. Target audience: Higher education*

We will introduce you to some examples on how we are working on ESD in a variety of main subjects at the Teacher Education, Malmö University. We will invite you to active participation in discussions on circulation of material, how energy flows in the ecosystem and how to connect natural science and learning for sustainable development. How can we challenge our students in their thoughts, interest and action competence? As the democratic aspect is very central in ESD, we will also focus on and discuss the democratic dimension of ESD.

### D3 Romeo & Juliet; Diversities' Saving Grace?

#### Presenter:

**Raymond Hill, University of Colorado, USA**

*Lecture. Target audience: General*

If there's a characteristic the human species seems to share amongst the diverse persons in the world, it's the fact that we have trouble getting along with one another. In fact, it appears we go out of our way to exploit "differences" and fear monger around those. This presentation will talk about aspects of our lives such as language, consciousness, biology, organizations and governments that create and reinforce the idea of diversity-as-problem. Romeo and Juliet paid a heavy price for teaching tolerance.

### D4 Eating Abroad Together (EAT) - How to fully integrate MFL in the primary curriculum across Europe

#### Presenters:

**Pam Tipping, Canterbury Christ Church University, England UK**

**Marie-France Noel, Canterbury Christ Church University, England UK**

*Lecture. Target audience: Pre-school and primary school*

[www.eatingabroadtogether.eu/eat/en/welcome](http://www.eatingabroadtogether.eu/eat/en/welcome)

This MFL pilot-scheme is delivered in primary schools, across six European countries. Pupils and teachers research and exchange healthy eating tips, recipes, local customs etc. Children illustrate and record words to help with pronunciation.

They learn language(s) through "doing", in an interactive, relevant and fun way. The user-friendly multilingual website offers a multilingual database (words, phrases and information) and participants can communicate securely. Pupils and teachers participate in the development of this website. It includes a "recipe-maker". Recipes lead to stories, sayings, festivals and cultural pages from other countries. EAT integrates science and ICT and involves other subjects (literacy, history ..).

### D5 Virtual communities: a way to foster creativity, cooperation and communication in teaching and learning

#### Presenter:

**Luisa Carreira, Associação de Professores de Sintra, Portugal**

*Lecture. 60 minutes. Target audience: Secondary/upper secondary*

This paper aims to present an ongoing experience with a class of 12-14 years old students of Foreign Language. The work developed is exploring the software Ning, used to create a specific network. This experience wants to explore the potentialities of the web 2.0 as a way to develop creativity, cooperation and communication in the learning process of a foreign language. The main purpose is to engage students in individual/collective production processes as a means to value identity in a diverse, global and open world.

### D6 When life isn't well enough. A description of support team for teachers and students at an upper secondary school - a toolbox

#### Presenters:

**Annika Örtqvist, Sundsta-Älvkullgymnasiet, Sweden**

**Jessica Erlingsson, Sundsta-Älvkullgymnasiet, Sweden**

**Eva Thomasson, Sundsta-Älvkullgymnasiet, Sweden**

*Workshop. Target audience: Secondary and upper secondary*

Student health teams, with broad competence, are created to promote the student's abilities for learning. This means among other things to remove obstacles that work against the students' learning and development and to create an environment at school that promotes learning for students. All students need support shorter or longer time in school for their development and learning and they are entitled to the support they need in school in order to support their ability to maximum development of knowledge. The need for support can be temporary and momentary. We aim at an early discovery of difficulties, and work to promote achievements.

## PARALLEL SESSIONS

### SATURDAY 3 OCTOBER

at 11.45 – 12.45

#### E1 Researching and modelling the sustainability of innovations

##### Presenter:

**Stefan Zehetmeier, University of Klagenfurt, Austria**

*Lecture. Target audience: General*

This contribution focuses on the sustainability of innovations. In particular, the presentation proposes a model covering the sustainable impact of teacher professional development programmes. This model includes knowledge, beliefs, and practice as core levels of impact. Moreover, an overview concerning factors fostering the impact of professional development is presented. A case study about the sustainable impact of an Austrian professional development programme is illustrating this model. In sum, this contribution claims for widening the scope from evaluations of short-term effects to analyses of sustainable impact.

#### E2 Introduce ESD into your curriculum

##### Presenters:

**Anne Buhl Jørgensen, Egebjergskolen, Denmark**

**Kenneth Højland, Egebjergskolen, Denmark  
Jørn Andreassen, Egebjergskolen, Denmark**

*Workshop. Target audience: General*

We want to introduce Education for sustainable development into the curriculum of our organisation but how do we get started? In this workshop we want to present a method to approach innovation of new development fields. Our jumping-off point will be the sun of ESD, but this systematic tool could be useful in many other ways. The participants of our workshop in Vienna "When learners evaluate themselves" will recognize the method in a new disguise and are very welcome to join this workshop with ideas and perhaps experiences from using it.

#### E3 Belonging to Europe as to a garden

##### Presenters:

**Aline Rutily, ASBL Paysage et patrimoine sans frontière, France**

**Monique Malique, ASBL Paysage et patrimoine sans frontière, France**

*Open session. Target audience: General*

[www.paysage-patrimoine.eu](http://www.paysage-patrimoine.eu)

How to preserve the differences, and to build a sense of belonging to Europe? The garden is proposed as a intercultural crossroads input crossing European and non-European, especially Eastern and Western heritage of Mediterranean culture.

Can the garden help to provide a basic intercultural communication between countries? How to motivate learners? The proposed solutions are based on creativity and innovation: cross approaches, enhancement of the artistic focus, development of tools for research, exchange, intercultural dialogue.

#### E4 My own dictionary

##### Presenter:

**Froukje Bakker, Hogeschool Edith Stein, the Netherlands**

*Workshop. Target audience: General, pre-school and primary, higher education*

During the past year a digital dictionary for children has been developed and introduced in the context of the European project Viseus (Virtuell vernetzte Sprachwerkstätten an europäischen Schulen: [www.viseus.eu](http://www.viseus.eu)). The Dutch national centre for language education, situated at the Radboud University at Nijmegen, developed and constructed the dictionary, following the latest research and evidence regarding language education and new literacy. The tryout has been done in primary schools and in the teacher training College of Edith Stein in Hengelo.

This digital dictionary for children aims children constructing their own dictionary by writing down their own chosen words, adding a definition, drawings, pictures, movies, podcasts, and simulations. They can give the translation of their word in all languages they like, choosing from a list of languages. The word can be added with sound by the children themselves. In sentences they use the word, demonstrating its meaning in a context. They also mention related words, functioning as a concept map. Other children can comment on all the aspects of the word entry easily. By doing so children are engaged in meaningful vocabulary construction, in thinking about logical relationships. At the same time they get in touch with other languages and the cultures behind it. The systematic introduction to foreign languages offers rich opportunities for authentic vocabulary construction. The dictionary can be used by all ages, in all content areas and in all type of schools or outside school settings. The dictionary has been translated in the languages of the participating countries (Germany, Austria, Hungary, Finland, Italy, Netherlands). It is also available in English and Turkish. When other countries are willing to participate a translation can be made easily.

#### E5 Intergenerational connecting

##### Presenters:

**Tanja Starc, Vrtec Zagorje ob Savi, Slovenia**

**Darja Rakovič, Vrtec Zagorje ob Savi, Slovenia**

*Lecture. Target audience: Pre-school and primary school*

The Kindergarten Zagorje ob Savi has been cooperating with the Elderly home citizens Izlake for more than twenty years. We are interested in establishing and maintaining contacts and enhancing the mutual relationship. In spite of many differences, we do have many things in common. On the one hand, children learn from older people and admire their knowledge and skills, on the other hand the older people are pleased by children's spontaneity, which brings back memories of their youth and childhood. Children grow up, the residents of the house come and go, the staff of the kindergarten and

home care, however, to continue with the good relationship and experiences.

#### E6 The impact of e-learning on the self confidence, sense of worth and academic progress of students who are out of school

##### Presenters:

**Joan Amos, The Flexible Learning Service at East Sussex County Council, England UK**

**Paul LeFevre, The Flexible Learning Service at East Sussex County Council, England UK**

*Lecture. Target audience: Secondary and upper secondary*

E-learning (real time virtual lessons) is used in East Sussex as a means of education for young people unable to attend school for a variety of reasons: eg through ill health, permanently excluded, at risk of permanent exclusion and subjects of bullying. In addition to this it is used for young people who may need some 'timeout' from the classroom (ASD students) or need top-up in their education (LAC, school age mothers). There are a variety of ways that the young people and their families can provide feedback on the education they receive- visits from service TAs to set them up and support them technically, through follow-up phone calls to ensure all is going well, to their teacher in the live on-line lessons, through questionnaires completed when the sessions end or at regular periods of time eg end of academic year and through Pupil Voice questionnaires/structured interviews. Experience has shown that the good results achieved academically through this means of delivery are reliant on regular contact through the methods above and support. Students talking about their experience will be shown on dvd during the presentation.

#### E7 Enquiring Minds: empowering young researchers

##### Presenter:

**Graham Handscomb, Essex School Improvement, England UK**

*Workshop. Target audience: General.*

How can we empower young people as enquirers? This workshop focuses on the development of young researchers (children and young people) and the important contribution this has to make to school self-evaluation and improvement, including sustainable development. It describes the research and development process through which Active Enquiring Minds, a resource to equip young researchers and the adults who support them, was developed. This includes an emphasis on the crucial role of practitioner research and the potential of networks to drive the development of communities of enquiry. The paper concludes by considering the challenges posed by young researchers to the process of school self-evaluation and sustainable development. This includes issues relating to the development of authentic pupil voice and the relationship between the contribution of young researchers and teacher research practitioners.

## PARALLEL SESSIONS

### SATURDAY 3 OCTOBER

at 14.00 – 15.00

#### F1 The creative curriculum in a Primary context – a topic-based approach with emphasis on the use of music

##### Presenters:

Linda Benton, Gresham Primary School, England UK

Graham Ashwell, Gresham Primary School, England UK

*Workshop. Target audience: Pre-school and primary school*

Subject teaching at Gresham Primary School is based around creative and innovative topics from which as much learning as possible will be extracted. We teach in an integrated way and address the needs of the curricula for different subjects by combining learning where possible. Children learn best through drama, research and independent learning and we encourage these. We also teach music using a variety of creative approaches, such as the use of whole-class lessons for violin, cello and recorder. Alongside this we teach lessons using hand-bells and the workshop at the conference will give attendees the opportunity to try these instruments. It will be fun and you may decide that you can incorporate this into your own curriculum. Music can be taught using these instruments from a very young age.

#### F2 Reflection, cooperation, and democracy

##### Presenters:

Asta Lantz, Holmegaardskolen, Denmark

Charlotte Tüxen, Holmegaardskolen, Denmark

*Lecture. Target audience: General*

How can our teaching of literature be organized to facilitate the joy of reading; to enable students to take advantage of the innate potential 'Bildung' in literature and maintain their desire for continuous learning and reading; and how can class-room interaction and organization promote the development of the potential democratic 'Bildung'. In the interpreting community students not only learn important content but also necessary cognitive, critical and social strategies. Literary experience includes the exploration of meanings, interpretations and perspectives as well as maintaining openness to future possibilities. One of the most meaningful ways to do this is through our collective narrative completion of the story

#### F3 Developing teachers' intercultural awareness through online collaboration

##### Presenter:

Alan Britton, University of Glasgow, Scotland UK

*Lecture. Target audience: General*

[www.gla.ac.uk/departments/cipde/](http://www.gla.ac.uk/departments/cipde/)

This paper will provide a review of the CIPDE Project It is funded by the European Union Lifelong

Learning Programme for the period 2007-2009. CIPDE stands for Continuing Intercultural Professional Development in Europe. It provides an innovative architecture for teacher professional development and aims to help teachers to expand their cultural awareness, both within their own culture(s) and across Europe and beyond. There is a focus on notions of culture and identity, as well as the critical interrogation and production of cultural artefacts.

#### F4 Exploring ethical dilemmas around sustainability for initial teacher education students of Business and Religious Studies

##### Presenter:

Martin Fitzgerald, Tipperary Institute, Ireland

*Lecture. Target audience: Secondary and upper secondary, higher education*

The purpose of this research is investigate some of the ethical dilemmas created intrinsically within this programme because of the disciplines involved and as a result enable students to explore and discuss the ethical concerns that may arise with the teaching of Business and Religious Studies at second level. This project will engage in a dialogue through a seminar that will explore these ethical dilemmas explicitly and subsequently identifying ways to address these issues within the learning and teaching framework of the programme.

#### F5 Developing Narrative Skills through a structured multisensory approach

##### Presenters:

Sarah Dickin, East Sussex Language and Learning Support Services, England UK

Elizabeth Freeman, East Sussex Language and Learning Support Services, England UK

*Workshop. Target audience: Pre-school and primary school*

Using a structured, interactive approach to story telling we can develop children's narrative competence and enjoyment, whilst focussing on the importance of speaking and listening skills. This workshop will demonstrate how to use visual resources from 'Narrative Therapy' by Becky Shanks. The materials support children's understanding of the individual components required for retelling and generating their own ideas for stories. The structure has a variety of applications; it can be used within the classroom context, or as a specific intervention for small groups to teach and reinforce essential skills.

#### F6 Teachers as a web-based learning community

##### Presenter:

Zdenek Slejska, Research Institute of Education in Prague, the Czech Republic

*Workshop. Target audience: Pre-school and primary, secondary and upper secondary*

Is it feasible that teachers utilize methodic web-based support systematically? Do they consider such method of training as convenient? We succeeded in building up an internet methodic portal which has a status of national learning re-

source repository and which is used by teachers on a large scale. The national portal is built on the principle of Web 2.0 which encouraged the rise of professional community of teachers able to share methods and experience. The national portal contains also subject methodologies, digital portfolios, digital learning resources, blogs etc. We will introduce what has come right in building up an effective, sustainable portal and where the path doesn't lead.

## PARALLEL SESSIONS

### SATURDAY 3 OCTOBER

at 15.30 – 16.30

#### G1 Can I be YOU for a single day? So WE can create something together

##### Presenters:

Marc Thiry, Instituut Service Management (ISM), the Netherlands

Anton de Vries, Instituut Service Management (ISM), the Netherlands

Herman Hoedemaker, Instituut Service Management (ISM), the Netherlands

Pieter Jan Struik, Instituut Service Management (ISM), the Netherlands

*Lecture. Target audience: General, secondary and upper secondary*

Do we know each others culture? Can we develop a new culture together?

Yes we can,

by using our imagination and different types of media and technology.

Institute Service Management (Stenden University) member of the Learning Teacher Network has developed a simple but strong concept in which students in the age range of 12-18 can:

- Get into contact with each other through visualization
- To create something new and innovating together
- And make digital presentations on a variety of subjects

Idea is to use, exchange and integrate 'known' native cultural elements of EU countries in a creative and innovative way. Students out of different countries will offer characteristic images of their cultural identity. The images will be chosen within the frame of 5 different themes (like architecture, paintings etc.). Single images from different countries will be paired, integrated and edited by students using information technology. This will result in new integrated images (art impressions).

In this presentation ISM will give a 'kick of' of he project and show some examples.

#### G2 Towards successful practice of ESD

##### Presenters:

Christer Torstensson, the Global School Sweden

Liz Berg, Kärntorps gymnasium Sweden

Satu Molander, Modersmålsnheten Stock-



## holm Sweden

Christine Olanya, the Victoria Montessori  
Entebbe Uganda

Daniel Ndagga, Entebbe Municipal Council  
Uganda

Olive Ayebale, Entebbe Municipal Council  
Uganda

*Lecture. Target audience: Pre-school and primary,  
secondary and upper secondary*

Bringing together groups of Swedish and Ugandan heads of schools for a forum to discuss and learn more about the significance of using ESD in the classroom, proved a very interesting and successful project. The group met twice in Uganda and once in Sweden. They visited each other schools, listened to lectures, used story-line and simulations, discussed and argued. The result was a broader and deeper understanding of ESD, understanding new approaches towards student democracy, integration of disciplines, and much more. The presentation will elaborate on the project methodology and its results.

## G3 How to implement the international dimension in all schools in a local area

**Presenters:**

Abelone Berglöv, Sorø Kommune Denmark  
Jytte Hildebrand, Sorø Kommune Denmark  
Dorte Olesen, Stenlille skole, Denmark

*Open session. Target audience: Pre-school and primary, secondary and upper secondary*

The Danish school law orders implementation of the international dimension in all subjects. 3 Teachers with international competences - pointed out by the municipality of Sorø - form "The Global Network". This network works in the period 2007-10 with this implementation of the international dimension in all 9 schools. The work is organised as follows:

Year 1- making visions

Year 2- make the visions operative and possible to work with at all school levels

Year 3- to implement the 2 years' work in the curriculum of schools

Sorø is located 75 km from Copenhagen. The town has 30.000 inhabitants and 9 schools.

## G4 Enhancing Learning in New-Build Schools: A Case Study of Effective Practice

**Presenters:**

Francia Kinchington, University of Greenwich, England UK

Bill Goddard, University of Greenwich, England UK

*Lecture. Target audience: Secondary and upper secondary, higher education*

New-build schools have been built in the UK in the last three years. These schools are designed by architects envisioning Schools of the Future and flexible learning environments. Although they have received praise from students, parents, and local authorities, they pose particular challenges for teachers trying to manage effective learning. One key dimension is the teaching of very large classes (up to 90 pupils) within a

teaching period. This case study examines the experiences of both teachers teaching and students learning in this environment, trying to manage the personalised learning agenda, high examination targets, and creative pedagogies.

## G5 Teaching Social Skills in Partnership with Parents

**Presenter:**

Katja Zalar, Vrtec Šentvid, Slovenia

*Workshop. Target audience: Pre-school and primary school*

Children base their views of themselves and the world on their daily experiences, interaction and communication. So we should base our communication with a child on positive orientation. The essential element of this workshop is the belief that the responsibility for a child's education should be shared between the parents and kindergarten or school. If we want this model to be successful, a reconciliation of viewpoints between the parents and the kindergarten (school) is necessary. This workshop will explore different educational styles, and methods of communicating with parents. It will also reveal different messages we send to children and the real meaning of the messages for a child.

## G6 Schools In Network Cooperation With Industry

**Presenters:**

Ola Johansson, Karlstad-Hammarö Gymnasieförvaltning, Sweden

Inger Thysell, Karlstad-Hammarö Gymnasieförvaltning, Sweden

*Workshop. Target audience: Secondary and upper secondary*

Presentation of an example how to cooperate with the industry. In technology, but also in the care for the elderly and handicapped, national cooperation has been established in order to increase attraction, create more resources and increase quality in education. Collaboration takes place on all levels: nationally – regionally – locally. In Karlstad we cooperate in both technology and the care for the elderly and handicapped. A number of criteria have been designed and shall be met for participation in the network. During the session this model of cooperation will be presented, including a description of the criteria applied.

## POSTER PRESENTATIONS

### P1 A Blind Child in Kindergarten – A Challenge in teaching Adults and Children

**Presenter:**

Nuša Lasič, Vtrec Galjevica, Slovenia

*Poster presentation. Target audience: Pre-school and primary school*

The contribution presents a two-year project conducted at the Galjevica Kindergarten in the period from 2006 to 2008, entitled 'A Blind Child in Kindergarten – A Challenge in Teaching Adults

and Children'. The project was entered in a public competition organized by the National Education Institute of Slovenia on the topic of the professional development of teaching experts and professionals. The contribution primarily discusses the methods of teaching adults how to work with blind children. In addition to seminars, teaching professionals are also trained in small and large teams, where they not only acquire specific skills and experience in working with blind children, but also in mutual cooperation and the creation of a trusting environment. The team provides opportunities for experiential learning. Each team is guided according to the principles of supervision. Work in such teams is focused on examining one's own actions and their consequences, values, and views about being different, and on changing these in the course of the process. Some achievements of our joint endeavours are presented.

### P2 Creativity for Teaching and Teaching for Creativity

**Presenters:**

Susanne Müller-Using, Gerhild Bachmann, Ingrid Kunze, the European VISEUS Project

*Poster presentation. Target audience: General*  
In the frame of the European project "VISEUS - Virtually connected language workshops at European schools" (<http://www.viseus.eu>) we have developed a teacher training concept which includes the module Creative Teaching. In this workshop we would like to present the main contents of this reflexive teaching approach in theory and practice illustrated by a lot of examples. Main topics are: Introduction into Creativity by taking into account the most current research (eg. Runco 2007, Sternberg 2007), Creative teaching in creative environments (Urban-Modell 2004), creative teaching methods and instruments in language teaching settings. All this will be presented on the basis of nearly two years of practical project experience of applying this approach in project schools.

### P3 Eco Pre-school as a Lifestyle

**Presenter:**

Helena Pugelj, Vtrec Šentvid, Slovenia

*Poster presentation. Target audience: Pre-school and primary school*

Eco School is a project of the European association and a part of the EU striving for environmental education. The project encourages us to have a positive attitude towards ourselves (mutual relationships, exercise and nutrition), the nature and animals. At the same time it encourages the right attitude towards the environment we live in (garbage sorting, energy saving). While exploring, we test ourselves, find out about the actual problems in our neighbourhood, and try to find solutions to erode them. Simultaneously, we make parents and all the others around us conscious of how to correctly behave in our environment.

## Additional Information

### Working language

The working language of the conference will be English.

### Conference website and contact address

Full conference information is available on the conference website [www.ljubljana09.eu](http://www.ljubljana09.eu). Information regarding the conference is also posted on the network website [www.learningteacher.org](http://www.learningteacher.org). The Ljubljana Conference Bureau may be contacted on e-mail address [conference@ljubljana09.eu](mailto:conference@ljubljana09.eu). For inquiries on local matters: e-mail address [local@ljubljana09.eu](mailto:local@ljubljana09.eu)

### Registration procedures

Registration is made electronically (on-line) on the conference website [www.ljubljana09.eu](http://www.ljubljana09.eu) or by submitting the Conference Registration Form by fax, e-mail or regular post. The addresses are found on the registration form.

Schools that register five participants from the same school will only pay the conference fee for four (in other words, one for free). Please note that this does not apply for networks, associations, higher education, and public authorities, etceteras.

Early registration before June 1 offers a reduced conference fee. We recommend payment in connection with the registration to ensure participation.

Registration for the conference is formally confirmed at payment, which should be made in reasonable connection in time to the registration. Payment will be acknowledged. A cancellation fee applies to the sum of ten percent after July 1 and in full after September 1 2009.

### Choice of sessions

The choices of sessions, in which to participate, are made directly on the registration form and submitted in connection to your conference registration. If nothing else will be declared, the number of participants at each session is limited to 40.

### Accommodation

The conference bureau will make the booking of hotel accommodation for you to our negotiated and discounted hotel room prices. On the registration form you choose requested price level, single or double room, or no accommodation. The conference hotels are 3 and four star hotels very close to the conference venue. If not more or less nights have been asked for, we book accommodation for you for three nights, from Thursday evening October 1st until Sunday October 4th 2009. Breakfast is included. If you would like to reserve more nights, please contact the conference bureau. For more information, please see the conference website.

### Logistics and tourist matters

Information on logistics and tourist matters is provided on the conference and hotel websites. The official Ljubljana tourist website is: [www.visitljubljana.si](http://www.visitljubljana.si)



**Registration submitted to:**  
The Learning Teacher Network  
Tegnersg 1 D  
SE-65218 Karlstad, Sweden

**On-line:**  
www.ljubljana09.eu

**By e-mail:**  
conference@ljubljana09.eu  
info@learningteacher.eu

**By fax:**  
+46 54 295790

## CONFERENCE REGISTRATION

### Creative Learning for a Sustainable World

#### PERSONAL DETAILS

Name:	Country:
Institution:	Post code:
Address:	City:
E-mail address:	

#### HEREBY I REGISTER FOR THE LJUBLJANA CONFERENCE AS FOLLOWS

- Conference fee, **early registration** before June 1st 2009 ☐ 420 €
- Conference fee ☐ 440 € ☐ 400 € Members
- Day Rate, per day excl. dinner ☐ 120 € ☐ 100 € Members

*Day rate: If evening dinner is requested, please contact the conference bureau.*

*The full conference fee includes **full board** (welcome dinner on Thursday; reception on Friday; conference banquet on Saturday; lunches on Friday and Saturday; all coffees; welcome and farewell reception), all **materials** and **certificate**.*

	Price Business	Price Level A	Price Level B
• Accommodation, 3 nights single room	<input type="checkbox"/> 360 €	<input type="checkbox"/> 270 €	<input type="checkbox"/> 195 €
• Accommodation, 3 nights, shared double room, per person	<input type="checkbox"/> 210 €	<input type="checkbox"/> 165 €	<input type="checkbox"/> 120 €

Accommodation is for three nights, from Thursday 1 October until Sunday 4 October 2009.

If requesting more or fewer nights, please note:

#### CHOICE OF SESSIONS – PLEASE INDICATE ONE CHOICE PER PARALLEL SESSION BY TICKING X FOR THE SESSION CHOSEN

Parallel Sessions Friday 10h30	A1 <input type="checkbox"/>	A2 <input type="checkbox"/>	A3 <input type="checkbox"/>	A4 <input type="checkbox"/>	A5 <input type="checkbox"/>	A6 <input type="checkbox"/>	A7 <input type="checkbox"/>
Parallel Sessions Friday 11h45	B1 <input type="checkbox"/>	B2 <input type="checkbox"/>	B3 <input type="checkbox"/>	B4 <input type="checkbox"/>	B5 <input type="checkbox"/>	B6 <input type="checkbox"/>	B7 <input type="checkbox"/>
Parallel Sessions Friday 14h00	C1 <input type="checkbox"/>	C2 <input type="checkbox"/>	C3 <input type="checkbox"/>	C4 <input type="checkbox"/>	C5 <input type="checkbox"/>	C6 <input type="checkbox"/>	C7 <input type="checkbox"/>
Parallel Sessions Saturday 10h30	D1 <input type="checkbox"/>	D2 <input type="checkbox"/>	D3 <input type="checkbox"/>	D4 <input type="checkbox"/>	D5 <input type="checkbox"/>	D6 <input type="checkbox"/>	
Parallel Sessions Saturday 11h45	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>	E4 <input type="checkbox"/>	E5 <input type="checkbox"/>	E6 <input type="checkbox"/>	E7 <input type="checkbox"/>
Parallel Sessions Saturday 14h00	F1 <input type="checkbox"/>	F2 <input type="checkbox"/>	F3 <input type="checkbox"/>	F4 <input type="checkbox"/>	F5 <input type="checkbox"/>	F6 <input type="checkbox"/>	
Parallel Sessions Saturday 15h30	G1 <input type="checkbox"/>	G2 <input type="checkbox"/>	G3 <input type="checkbox"/>	G4 <input type="checkbox"/>	G5 <input type="checkbox"/>	G6 <input type="checkbox"/>	

#### PLEASE TRANSFER THE FULL AMOUNT (CONFERENCE FEE + ACCOMMODATION) TO:

**Account holder:** The Learning Teacher Network, Tegnersg 1D, SE-65218 Karlstad, Sweden

**Bank:** SWEDBANK, Box 4126, SE-65004 Karlstad, Sweden **Account number:** 8156-2 137 672 461-1 **Swedish Bank Giro:** 5754-1260

**BIC/SWIFT code:** SWEDSESS **IBAN number:** SE57 8000 0815 6213 7672 4611 *with reference 'Ljubljana09' plus the name of the participant/s.*



# the Learning Teacher Network



## The Conference Venue Grand Hotel Union, Ljubljana, Slovenia

The conference will be held in a high quality environment at the Grand Hotel Union \*\*\*\* in Ljubljana, the capital of Slovenia. The venue is located in the very centre and heart of Ljubljana, at the Prešeren Square.

Information about the conference venue:  
[www.gh-union.si/Ghu/Frames.html](http://www.gh-union.si/Ghu/Frames.html)

## The Learning Teacher Network

A European Educational Association



Education and Culture DG

Lifelong Learning Programme

THE LEARNING TEACHER NETWORK™ CONFERENCE BUREAU

[conference@ljubljanaog.eu](mailto:conference@ljubljanaog.eu)

Network website

[www.learningteacher.org](http://www.learningteacher.org)

Conference website

[www.ljubljanaog.eu](http://www.ljubljanaog.eu)

During 2003-2006 the project was funded with support from the European Commission. From 2006 the network is an independent international and non-profit association. This conference reflects the views only of the network, and the Commission cannot be held responsible for any use which may be made of the information contained therein.