



One more step Un paso más



Erasmus+
Enriching lives, opening minds.

Our project **Erasmus+ KA 101**



The objectives of this project are:

- 1 To update on methodological **strategies** for combating school dropout that can be incorporated into the teaching programmes of the members of the that can be incorporated into the teaching programmes of the members of the departments.
- 2 To update in the application of **collaborative learning** techniques in the classroom.
- 3 To improve the communicative competence in **English**, essential for organising and managing future projects with students, teaching staff and institutions in other countries.
- 4 To improve the linguistic competence in order to improve **communication** in English with students in the classroom.
- 5 To provide with action protocols for the **prevention** of school dropout that can be incorporated into the school project, specifically in the section of coexistence and attention to diversity plan, where they will be available to all teachers, especially Secondary Education tutors.
- 6 To provide with the skills to develop cultural and intercultural sensitivity and diversity; and to stimulate **European cooperation** in teaching and learning.
- 7 To increase the number of contacts with other European schools, staff and institutions for **collaboration** in future collaboration in future partnership projects.

Our project **Erasmus+ KA 101**

Aims of the mobility:

1. Application in the classroom, specifically in the first and second years of ESO, of the techniques learnt in order to fight against school failure from the school year 2020-21 to fight against school failure from the 2021-22 school year onwards.
2. Participation of teachers and their groups of pupils in partnership projects with other schools abroad through the e-Twinning platform other schools abroad via the e-Twinning platform, which will also be implemented in the 2021-22 school year.
3. Participation of the school in future KA2 projects involving pupil mobility.



UN PASO MÁS

Un proyecto Erasmus + del IES Albert Einstein (Sevilla) para el año 2020.

ONE MORE STEP

1 OBJETIVO

Reducir la tasa de fracaso escolar y abandono temprano en nuestro centro educativo.



6 DOCENTES



Carmen, Leonor, Mavi, Sonia, Tesa y Luciano asistirán a cursos y visitarán centros para mejorar los resultados académicos de nuestro alumnado.

1250 ALUMNOS

Alcanzar sus sueños, superar los retos, lograr sus títulos. Aspirar a un futuro mejor.



4 TEMAS



Abandono Escolar
Atención a la Diversidad
Multiculturalidad,
Enfoques Metodológicos



Cofinanciado por el programa Erasmus+ de la Unión Europea

Visítanos en www.iesae.com y en Twitter (@IES_AE)



IES Albert Einstein @IES_AE · 26 jul.

Hoy da comienzo Un Paso Más, nuestro proyecto @Erasmus_plus_ para tratar de reducir el abandono escolar temprano en nuestro centro.
[@Sonia_Echarri](#) [@DiPerdiguero](#) [@AmorinFeli](#)



2

7

19



IES Albert Einstein @IES_AE · 26 jul.

Curso en Dublín: Soft Skills for Strong Teachers.

2

2

7



IES Albert Einstein @IES_AE

Dirección informa: Seguimos con el proyecto "Un paso más", en Maisons-Alfort (Francia), gracias a todo el profesorado. [@Lsabater1](#) [@Lola_Diaz_Vidal](#) [@jarayolanda1](#) [@DiPerdiguero](#) [@Mr_LSanchez](#) [@Luis_prof_](#)



4:39 p. m. · 6 oct. 2021 · Twitter for Android

7 Retweets 20 Me gusta



Our team



Participant	Mobility	Entity	Period
Luciano	Course Dublin, Irlanda	Europass Teacher Academy	July
Diana	Job Shadowing Maisons-Alfort, France	College Nicolas de Stael	1st week October
Luis	Job Shadowing Thiais, France	Collège Paul Klee	2nd week October
Lola Díaz	Job Shadowing Rome, Italy	Liceo Statale Anco Marzio	3rd week October
Leonor	Job Shadowing Rome, Italy	Liceo Statale Anco Marzio	3rd week October
Yolanda	Job Shadowing Praha, Czech Rep	VOS,SOS a Gymnasium Europska,Praha	1st week November

“Soft Skills for Strong Teachers”

- Luciano Sánchez

The course focused on skills, abilities and methodological strategies for teachers in the classroom: creativity, problem solving, communication, emotional intelligence...



What are we doing?

Tasks of the participant before, during and after:

BEFORE:

Analysis of early school leaving at regional and school level:

- Number of cases
- Causes
- Consequences
- Social tools
- Strategies used in other neighbouring schools

DURING

Create a learning portfolio with the information acquired every day.

AFTER

Share the experience gained through a seminar with the teachers of the project and the rest of the school. Publish a short article on the school's social networks.

Monitoring and Mentoring of the participant before, during and after the mobility:

BEFORE:

Analysis of early school leaving at the host school.

DURING

Facilitate the information through the necessary meetings.

Accompany during the observation period.

Resolve any doubts and difficulties that may arise.

AFTER

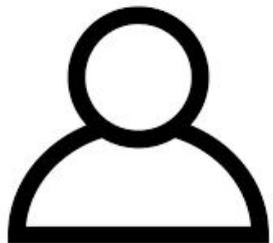
To be in contact with each other in order to share strategies on early school leaving.

Think about the possibilities to develop a project based on this issue.

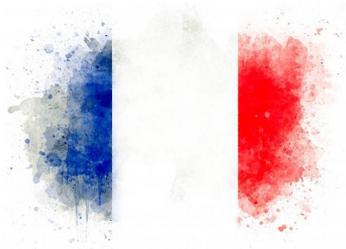
What am I going to do?

Detailed programme of the mobility period:

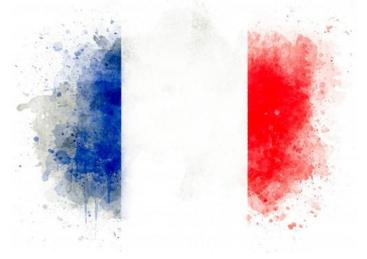
- Day 1: Get in touch with the centre. Familiarize with the facilities and the staff.
- Day 2: Meetings with the responsables of the School and with those responsible for specific early school leaving projects.
- Day 3: Analyse the methods, resources and tools in the centre to faith against school dropout. Compare and contrast with Albert Einstein one's.
- Day 4: Visit or get in touch with different associations that the school collaborates with.
- Day 5: Conclusions of the visit. Planning new collaborations between our centres in the following years. (eTwinning or erasmus+ Projects, Interchange of students, ...)



Diana Perdiguero Mobility:
Job Shadowing Paris, France
4-8 october 2021
Collège Nicolas de Staël
(Maisons-Alfort)



**Luis Muñoz de Morales Mobility:
Job Shadowing Paris, France
11-15 october 2021
Collège Paul Klee (Thiais)**



Leonor and Lola Mobility: Job Shadowing Rome, Italy

Liceo Statale Anco Marzio 3rd week October

AIM OF THE JOB SHADOWING:

Compare and contrast policies and practice pointers for enrolling adolescents in school and preventing dropout developed in the two educational centers.

During our stay in Ostia we will share information with our Italian colleagues about our centre referring to the following items:

- **Social context of our school:** A description of the social conditions
- **Our reality:** describe the current situation of our educational center with respect to school dropout (absenteeism rates, dropout rates...)
- **Indicators used to identify students at risk of dropout:**
 - absenteeism
 - behaviour
 - academic performance
 - family circumstances...

Leonor and Lola Mobility: Job Shadowing Rome, Italy

Liceo Statale Anco Marzio 3rd week October

- **Strategies to prevent dropout:** describing plans and programmes in IESAE
 - PMAR: small group learning support
 - Educational compensation programme (Programa de compensación educativa 2008-09)
 - Basic vocational education and training (FP Básica)
 - Additional classes (remedial)
 - PROA 2010-11
 - IMPULSA
 - Meetings with the heads of the schools on the transition from school to institute
 - ATAL (Aulas Temporales de Adaptación Lingüística)
- **Resources and tools we can count on with:**
 - staff: homeroom teachers, pedagogue, social worker...
 - Institutions (city hall, gypsy secretary, local authorities, other agencies....)
 - Teacher skills training (communication, negotiation, goal setting...)
- **Evaluation and learning:** to know what works and what could be improved
 - Relevance of indicators
 - Effectiveness of response interventions and the impact on students
 - Engage all school community in review and evaluations activities (family, teachers, managers...)
 - share learning with other schools, educational and local authorities and other agencies

Yolanda Jara Mobility: Job Shadowing Praha, Republic Czech 31 October - 06 November 2021 (Gymnasium Vosh)



El edificio es de 1930



El programa de control
de ausencias



Con la Vicedirectora Tihà y Zita

Social context of our school:

The Albert Einstein institute is located in **Pino Montano**, a neighborhood located on the **northern outskirts** of the city of **Seville**.

Defining **social factors** of the neighborhood:

- High rates of **school failure**, dropping out of studies at the end of E.S.O.
- Obtaining **low qualifications** that make it difficult for young people to enter the job market.
- The **average income** per inhabitant is among **the lowest** in the municipality of Seville.
- The **unemployment** rate exceeds the unemployment rate of the city of Seville.
- High presence of **associations** and **civic entities** (highly consolidated associative fabric)
- The demographic structure, mainly a **middle-aged population**.
- Not high percentages of **foreign population**, although their presence follows a growing trend.



Approximate view of dropout data in our school

About 130 Students enrolled each year/ total of students in secondary school: 450 apxom.

About 48 students vulnerable with 16 years of age (end of compulsory schooling) and many failed subjects from previous years

- ★ 31 remain in Secondary school
- ★ 9 continue with the basic vocational education and
- ★ 8 abandoned students



Educational guidance

<https://www.juntadeandalucia.es/temas/estudiar/primaria-eso/orientacion.html>

PROA (60 students)

Reinforcement, Guidance and Support
Programme in Andalusia's public schools

Impulsa (25 students)

Programme to alleviate and prevent early school failure and early school dropout.



PROA+

PROGRAMA DE COOPERACIÓN TERRITORIAL
PARA LA ORIENTACIÓN, AVANCE Y ENRIQUECIMIENTO EDUCATIVO
EN LA SITUACIÓN DE EMERGENCIA EDUCATIVA DEL CURSO 2020-21
PROVOCADA POR LA PANDEMIA COVID-19

#PROA+



PUPILS AT RISK FOR VULNERABILITY

- 1) Pupils at **risk of dropping out of basic vocational training** and thus not achieving the Compulsory Secondary Education qualification.
- 2) Pupils with **educational compensation** with **little possibility of obtaining the qualification**.
- 3) Pupils with **disruptive behaviour** that does not favour their own educational process and who are at risk of not obtaining the qualification.
- 4) ESO pupils with **disruptive behaviour** and at risk of **non-enrolment (Plan Impulsa)**.
- 5) Pupils from **families in situations of social or labour vulnerability**, which do not favour the pupils' educational process.

ACTIVITIES PERFORMED

- ★ Reinforcing the teaching-learning process
- ★ Socio-emotional support
- ★ Vegetable garden workshop: prevention, hygiene and health, both in planting and harvesting food.
- ★ Sports workshop: encouraging the practice of physical exercise.
- ★ Vocational and professional guidance.



IMPULSA

ACTIVITIES PERFORMED

- ★ Environment Workshop.
- ★ Leather Workshop.
- ★ Vegetable Garden Workshop.
- ★ recycling workshop



CONCLUSIONES

Yolanda:

- La atención a la diversidad se basa en una ratio menor que la española en el aula.
- Dividen las clases en dos y el máximo de alumnado es 16.
- Las clases de música y artes en general se consideran primordiales dándoles 3 horas mínimo en cada curso.
- . La obligatoriedad termina a los 15 años.
 - La escuela pública checa está muy bien considerada y está a un nivel alto.
 - Apenas tienen absentismo (excepto por motivos médicos y actualmente por Covid19) porque el alumnado es feliz en las clases con el currículo artístico y porque se les motiva a crear.
 - Se observa un nivel alto de respeto al profesorado y no tienen incidencias por motivos de convivencia.
 - La distribución de su horario lectivo es de 8.00 a 18.00 teniendo descansos de 10 minutos entre clases. Las clases son de 45 minutos efectivos. Con dos recreos un poco más amplios de 30 minutos.
 - La mayoría del alumnado son chicas.
 - El centro cuenta con casi 1000 alumnas/os y 60 profesores/as.

Diana:

- **ES NECESARIA UNA ATENCIÓN TEMPRANA DESDE LOS 12 AÑOS.**
- **Se realiza un programa intensivo de 4 semanas y un seguimiento.**
- **Hay diferente personal para atender los problemas cognitivos y la necesidad de apoyo por dificultades en el estudio.**
- **Se trabaja con otros centros son proyectos de barrio o de ciudad.**
- **En todas las clases se utiliza mucho el refuerzo positivo, la autocorrección y la corrección para que el alumnado sea partícipe de su aprendizaje.**