



**SUSTAIN**  
**Sustaining Development in Early School Education**  
**518321-LLP-2011-TR-COMENIUS-CMP**



Second Questionnaire ( test implementation lesson plans) feedback and results.

Bulgarian expert's report.

1. Participants – 25 teachers.
  - 5 kindergartens - from cities Sofia, Sevlievo, Kiustendil (2 of them rural - Pancharevo, Ihtiman)
  - 5 schools - from Sofia, Sevlievo. Kiustendil, Plovdiv, Pazardjik, Ihtiman (2 of them are rural, near cities Kiustendil, Sofia )



2. 38 lesson plans were chosen, 25 of them are partners'. Some of them are chosen twice.

General overview – All schools and kindergartens, which took part in Sustain Teachers course in Sevlievo – participated (develop or implement practises). Only Six (6) of them have notes on the platform, eleven (11) of them were developed: add/ odd or edit content. (See more detailed in blue in table below).

Themes from Sustain project were very interesting for kindergarten teachers. All of them confirmed: *the implementation process was useful*, and they uncover new things from partners' lesson plans, and reciprocal action with their colleagues were important. (Develops my professional skills, (A.M. Lovech, I am more experienced now.. T.S. –Kiustendil,) some practices answered my questions about EU SD initiatives – E.K. - Kiustendil). Mostly positive reflections were added. The problem they all registered is a language barrier.

3. 15 lesson plans were closely implemented in kindergartens. The school teachers keep a close watch to the materials and methodology. More of them select just a part of the lesson and preferred to combine (interpret) the unusual parts from foreign practices into their lessons. The school teachers implemented different parts and ideas from the lessons' plans, because.. they pick out practical elements and expert influence on knowledge or behavior of students. From teachers questionnaires : Some lessons *are very similar to my experience; I try to implement the successful attempt; I compared the results from my methods to others;*

In the implementation phase, 13 of teachers **intended they didn't need the expert support, as knowledge**, but they **need to be more confident in daily work**. The experts estimate was useful for *presenting the experience from the topics* to the colleagues. According to teachers needs, the expert took part in implementation, as a **consultant** (Helps to teachers to adapt) and as a **visitor to open lessons**. The expert took part in **peer to peer coaching session**, which was arranged (twice) in the middle and at the end of the school year. The session in the middle of school year ( 15.02.2013) was an on - line webinar and aims to help teachers to discuss lesson plans, easier match them with the parts in the curriculum and inform them in adaptation in terminology. Teachers by them self arranged teams and themes gave advices and shared the ideas of development of the materials. The most interesting part was discussion about the balance between effective teachings and going too extreme with purposes for a short time. The second session was live (24.06.2013) and it presents the teachers implementation and helps to celebrate the new materials they tried and prepared to LP. (Short film will be added).

Testing practices – the teachers' suggestions are added to the table below and the materials are added in "Evidence Folder". A few of suggestions were replete to the platform. The problem of teachers (schools and kindergartens, both) was a **lack of English**. The processes of implementation were going slowly, because of this problem. The teachers encouraged each other to use translators, and tried to posting comments from their questionnaires, through English teacher's help. Irrespective of problems the feedback was positive: (The *lesson plan encouraged me make experiments in my classroom; combine several methods in one lesson; oblige me keep in touch to new things, subjects..*) ( or others) accounts, but the work discouraging them to share the opinion directly, through the internet platform. Some other comments were sharing with expert's mail, and through the Peer coaching session.



**SUSTAIN**  
**Sustaining Development in Early School Education**  
**518321-LLP-2011-TR-COMENIUS-CMP**



4. There weren't difficulties with lesson plans. The teachers discussed:

*The lesson plans are very good described. The lessons plans are richer, than usual. There are lesson plans based on Psychological practices and games (Which are unusual in Bulgaria). But the material would be complicated for my students (Kindergartens) Mixing the lessons teachers were full of enthusiasm, working on different topics.*

5. The expert opinion is identical: **No problems with lesson plans, the topics are relevant.** The approbation forced (self) preparation. And the teachers single-handed decided what to suggest.

*Some suggestions: Should be more science and facts included. The Knowledge should be more Focused (subject is out of Focus). Sometimes we don't teach (educate) we changed the adjustments; .There wasn't enough ( a lot of) the ICT (digital) materials prepared from teachers.. More of the digital materials are UTUBE films? Does it Fashionable in lessons?*

**Math and Environment lessons** were preferred for implementation without changes. It is not possible to say which topic was chosen more.

6. Unusual:

The teachers suggested combine the lesson plans from different countries by topics. After the implementation, as a result, here were *eleven new lessons plans* ( Rubic cub), Figures and shapes – Vessela, after reading Ramasan's lessons. My FACE, ( uses the emotions). The suggested combinations are new lesson plans, based on real GP elements. The teachers asked questions to expert about the combinations, before making their decisions. **Combinations of the Topics reached the SD and KC approaches effectively. As a result, here are 11, actually enriched, or totally new, but preserve the frame, or idea lesson plans.** To the platform could be add different points of view, different materials for the partners 'practices, which are relevant to different ages and add more value to the existing ones.

Stavri Angelov- folklore	Turkish folklore, Romanian folklore	We draw and dance and sing SUNs, Stars and Earth - Recycle music , Sound pictures from IT lesson - Italian lesson plan
Romania - martsashor	Vilma Andonova - Martenica	Balkan Treasure – multicultural lesson plan
Duigu – Clothes / Crafts	lanka - Clothes from Recycled materials	Sustain style Rr (recycle Reuse) show – new lesson plan

As we mentioned earlier, the Topics are suitable for the National program. **Key Competencies are well known, SD ideas match the curriculum** in Bio diversity, recycle, and citizenship. The most popular topics were mat, biodiversity, health. The accents of the key competences were predominantly developed: Mother tongue and responsibility. Bulgarian teachers preferred the lessons based on science and digital competencies. They mentioned: The part of the lesson plans going into civic education themes. It is **negative feedback**, because of **duplicate of the items** from the class counselors. No matter of the remarks, they tried the lesson plans, explaining: More of us are class counselors, too. So, it is useful because of treating the problems.

**Conclusions:**

1. Major points where teachers' and experts' feedback meet and/or diverge – Sharing the experience has positive contribution for developing the teachers Key competencies. They are close to the understanding there are not only the local knowledge, and local problems and responsibilities – The EU and Global ideas change the World.
2. Suggestions for "best practices", are more "offer the suggestion". The teachers unit them into **three (3) categories – discovery elements, linking elements and layers.** The expert didn't make the objections to this much handed terminology. ☺ Suggestions were very practical and based on an examples: Recommendations are added to the table below, and the developed materials are in attached Folder.
3. Main conclusions regarding the lesson plans after the test-implementation conclusions? It will be very **interesting for the project to implement on September, or earlier, some lesson plans, based on the mixture of several countries.**
4. Suggestions regarding the SUSTAIN platform - No suggestions from Bulgarian teachers. **38 answers YES** of the question: Could you use the platform in the Future.

Table.1.



**SUSTAIN**  
**Sustaining Development in Early School Education**  
**518321-LLP-2011-TR-COMENIUS-CMP**



No	Implementer teacher	Lesson title	School	Level	Date	Lesson owner / Country	Teachers Notes from the Questionnaires	Suggestions/ ideas/ new plans
1	Vilma Antonova	Let's recognize the matter	66 ODZ, Pancharevo	4years old	27.05.2013	TR – Ramazan SEZER	Implementation process was useful – develop my skills	
2	Artemisia Yaneva	The role of the root and stem in the plant life	66 ODZ,Pancharevo	4 years old	28.05.2013	RO- Petrescu Andrea	Feedback ( Pictures) Reciprocal actions with my colleagues were important	"..I try to implement the successful attempt!"
3	Temenujka Stancheva	Environment using waste	8 OU, Kiustendil	4 th grade	30.05.2013	Oana Paunescu	Answers my questions for SD EU initiatives	Should be more facts included.
4	Stanislava/ Mimi Stoicova /2 teachers- different groups/	Rubic's cube /Thinking skills/	59 ODZ "Elica" Sofia	3-4 years old	24.26.06.2013	Ramazan Sezer	Not enough materials for every child, expert helps, work in teams, using the same problem on the IWB. The lesson plan encouraged me to use several methods in one lesson. Obligate keep in touch with new things./Stoicova/	Add KC- team work, follow the instructions. We added the game on interactive white board and try to go from 2D to 3D dimensions. We have children with special needs.
5	Josifova/ Mitova /2 teachers – different groups/	Rubic's cube /Thinking skills/	171 ODZ, Sofia	5years old	10.07.2013	Ramazan Sezer	Teacher's materials in folder.	I would like to add to the lesson Street math (with the IWB, where we can find the shapes in order (like a chain in Rubic ) on the real picture with buildings.
6	Vesela Aleksandrova	Rubic's cube /Thinking skills/	4 OU, Kiustendil	2 grade	10.07.2013	Ramazan Sezer	Teachers materials in folder	We add the IWB to support the children. We support them with open discussion before they make a decision.
7	Vessela Ruseva	CRAFT.	OU"Aleko Konstantinov",Plovdiv	4 grade	20.06.2013	?	Feedback. It is positive to reuse the materials for something nice and useful!	
8	Tsveti Beard	The nature our friend.The pencil,the little.."	10 ODZ"Cheburashka" Sofia	3-4 years old	20.06.2013	Solomon Elena	Notes	
9	Stavri Angelov/Vilma Andonova	Respect	66 ODZ,Pancharevo	5 years old	24.06.2013	Beyza Aydin	Notes, The lesson is richer than ours traditional situations.	No suggestions.
10	Vessela Ruseva	Health and Environment	OU"Aleko Konstantinov",Plovdiv	4 th Grade	07.2013	TR – Mine ....	Notes	
11	Mariana Mladenova	From geometric shapes to geometric objects	ODZ "1 IUNI"- Kiustendil	4-5 years	10.04.2013	Ramazan Sezer	PPT. Geometricrni figuri	I like the idea, but change the materials. Close to the curriculum in BG and fits to age of my children
12	Irina Manova	To protect our nature!	5 OU "Hristo Botev", Kiustendil	2 grade	10.04.2013	Stefan Georgiana-Flory	Pictures and lesson upgrade. As methods: discussions,exploration. Developed the lesson plan as whole project for a week.	I add pictures from real life.Add an information about the time of removes the fence of the materials. I add diagram (picture for the cicles in Nature). Then the lesson reach the SD better. Later I added also show with clothes.
13	Teodora Mitova	To protect our nature!	171 ODZ ,Sofia	3 grade	10.04.2013	Stefan Georgiana-Flory	IWB , recourses and Pictures available. To Protect our nature.ppt	We added the game in IWB. For SD Focus develop nice initiative- Bubbles, drops signs
14	Ivanichka Georgieva	Paper	ODZ, "Shtastlivo detstvo", Sevlievo	6 years old	06.06.2013	Petrescu Elena - Andrea	Zamarsiteli.rar; New lesson plan based on 2 lessons from different countries on GP platform.	I have done paper lesson before, and I changed it adding the RrR , as SD event. I was curious in Vessela role play book and also add the elements

