



2nd Expert's Report

Implementation Status in Romania

A/ Experts' feedback

1/ General overview:

Until November 2013, **42 primary and pre-school teachers** have implemented lesson plans proposed by teachers from the partners' countries, lesson plans which are uploaded and accessible to all registered users in the Lesson Plans Database.

There have been made **47 implementations of 31 distinct lesson plans**. Five teachers implemented more than 1 lesson plan.

In the implementation process there have been involved **21 schools/ kindergartens: 2 rural kindergarten, 6 urban kindergarten, 5 rural schools and 8 urban schools**.

In the support providing for teachers, for the implementation process, there have been involved all the members of the local Romanian team (SC2). The **role of local experts** in the process of the test-implementation:

- to guide the teachers in the implementation process;
- to answer to the teachers' questions (about the lesson plans, the implementation process, etc.);
- to assure the necessary logistics for taking photos / recording the key-moments of the implemented lessons;
- to disseminate related SUSTAIN project information to audience (pupils, invited teacher-colleagues, school staff, school representatives).

2/ Testing suggested practices *from the partner countries*:

All the Romanian teachers selected the lesson plans for implementation from the Lesson Plans Database. Some of them have been helped by the local experts or consulted a fellow-colleague to understand lesson plans (1 - lack of English knowledge, 2 - sometimes a kind of confusion had been expressed by the teachers, due to the language used in the uploaded Lesson Plans) or have been guided on the work with the Lesson Plans Database, but the choice of a specific lesson plan for implementation belonged exclusively to the teachers.

None of the teachers reported major difficulties in the test-implementation process. Although, it can be mentioned **some problems**, noticed by the local experts:



- they had a **low base of selection**. The number of lesson plans for each class is not too high and not all the lesson plans present in detail the learning process.
- most of the **teachers needed** (due to lack of time or language barrier) the **translation** (in Romanian) of the selected lesson plans (which cost time from the UVT team who translated the implemented lessons, including Annexes in various formats).

In the feedback questionnaires, **6 teachers reported minor difficulties**.

All the teachers expressed **enthusiasm** for this kind of non-formal lessons because non-formal activities are very welcome by the pupils - they are opened to those activities having specificity related to sustainable development, and respond very well to such implementations, producing immediate results. Unfortunately those activities take a lot of time, and there is not so much time allocated for non-formal activities in the actual Romanian curricula.

In the feedback questionnaire all the teachers reported **that they would use the implemented lesson plan in the future** with other pupils.

3/ Test-implementation which **produced new lesson plans**:

The implementer teachers reported **adaptations of the lesson plans for 30 implementations**. Most of these adaptations are not significant. They consist in adjustments such as:

- other resources than those proposed by the lesson plan author (e.g. other movies, in the students' language)
- different order of the lesson steps or the addition of new lesson moments.
- different tasks (e.g. to create any object instead of a given one)
- the use of computer with beamer instead of an interactive board

Besides the adaptations reported by the teacher in the feedback questionnaire, the local experts who participated to most of these implementations noticed that in many cases there were made changes in terms of lesson duration or class level (some of the lesson plans were implemented to a different class level than the lesson plan' author proposed).

Some teachers significantly adapted the lesson plans by cutting parts of the lesson plans and including new lesson moments. In fact, **two teachers** (Petrescu Rebiana with the lesson plan *Moral values* and Paunescu Liliana with the adapted lesson plan *Colourful seasons*) starting from the original lesson plans from the SUSTAIN Database, have created **new lessons** which were then uploaded in the Database, too.

The adjustments on the lesson plans were made by the teachers, in some cases, consulting the local experts. The local experts kept a close connection with the teachers by email, telephone and face to face meetings.



The **implementer teachers communicated with the authors of the lesson plans by two different channels** – 1) electronically through the *User comments* section in the SUSTAIN Lesson Plans Database and 2) face to face:

- a) the *User comments* section within the SUSTAIN Lesson Plans Database – 17 teachers made comments on the lesson plans that they implemented sharing with the other Database users impressions and suggestions for LP improving;
- b) During the 4th Project Meeting, in Targoviste: 1) Peer Coaching session organized on 16th of March, 2) Visit to “Lady Balasa” Arts High School.

Participants:

RO teachers: Brătescu Mariana, Gheorghe Mihaela, Petrescu Elena Andreea, Petrescu Rebiانا, Pincovici Alina Ivona and Ștefan Georgiana Bălan Laura Elena, Păunescu Oana, Radu Florentina;

TR and IT teachers: Cristina La Rocca, Ramazan Sezer, Duygu Deniz Sağıroğlu

- c) During the International Training Course, in Beykoz – participants from TR, BG, RO and IT.

4/ Thematic overview:

After the 4th Project Meeting, the teachers have been instructed, according to the project partners’ decision, not to select for implementation, lesson plans which already have been implemented in the same country. Until this decision have been taken and even after, due to some delays in the communication with the teachers, it was noticed a preference for several lesson plans which were implemented by more than one teacher. Also, after the good practices has been selected, the teachers were free to choose for implementation any lesson plan, no matter if it was implemented before by other teachers or not.

The lesson plans which have been implemented by more than one Romanian teacher are as follows:

No.	Lesson Plan	Author	No. of implem.
1	Geometric Figures	Duygu Deniz Sağıroğlu	3
2	Let’s visit and learn the world of living beings	Ramazan Sezer	3
3	We are able together	Cristina La Rocca	3
4	Animals, help us!	Evgeniya Petrova, Florentina Radu, Tsveti Beard, Beyza Aydin, Ayse Yeliz Duran	2
5	Ants and ladybugs	Lyubka Minkova	2
6	Circle of water	Artemisa Yaneva	2
7	Community Mapping	Soad Ibrahim	2



No.	Lesson Plan	Author	No. of implem.
8	From Geometric Shapes to Geometric Objects	Ramazan Sezer	2
9	Let's play with food	Serafina Turdo	2
10	Maths is joy!	Anelia Nikolova	2
11	Shopping	Özlem Metin Güneş	2
12	The city of children	Serena Fleres	2
13	Try walking in my shoes	Serafina Turdo	2

There are differences between the opinions of lesson plans authors and implementers regarding the key competences (KC) which are developed on children through this lesson and the sustainable development themes (SDT) used. *Figure 1* shows, by comparison, how many times each key competence is marked by the lesson plans authors (in the lesson plan form) and implementers (in the implementation feedback form) as being achieved through the LP, in the 47 implementations made in Romania. There are **12 implementations** where there are **differences between the key competences proposed by the lesson plan authors and the key competences declared by the implementers** as being expanded to students after the lesson plan implementation. These differences of reported key competences can be justified by one of the following reasons:

- The implementer teachers modified the lesson plans by including new activities which develop the key competences reported in the implementation feedback form.
- The implementer teachers didn't include all the proposed activities (because of the class particularities or time allocated) and this will justify the deleted key competences. In this category there can be mentioned the implementations where the implementer teachers renounced on the activities related to foreign language learning.
- The implementer teacher implemented the exact lesson plan but has a different perspective on the lesson plan so it considered a different list of key competences developed by the students comparing to the authors' list.

It can be noticed in *Figure 1* that the **most frequent key competences** of children expanded after the implementation in Romania, according to the implementer teaches, are: a) *communicative competence in mother tongue*, 2) *learning to learn* and 3) *social and civic competences*.

Figure 2 shows the differences between the sustainable development themes reported by the lesson plan authors and implementer teachers, as being targeted by the lesson plan.

There are 18 **lesson plans with differences between the opinions of the lesson plan authors and implementers regarding the sustainable development themes** under the lesson can be framed. The result is not surprising since the SD themes are not clearly delimited



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and between some of them there is strong connexions (e.g. *Preservation / Management of Natural Resources and Renewable energy and Local and Global Responsibility, Production and Consumption and Healthy Life*).

Normally, there are differences also between how the implementer teachers matched the tested lessons with subjects (subject areas) of the national curriculum and the subjects proposed by the authors. The Romanian teachers matched the lesson plans manly with subjects such as: knowledge of the environment, science, arts, civic education, mother language and mathematics.

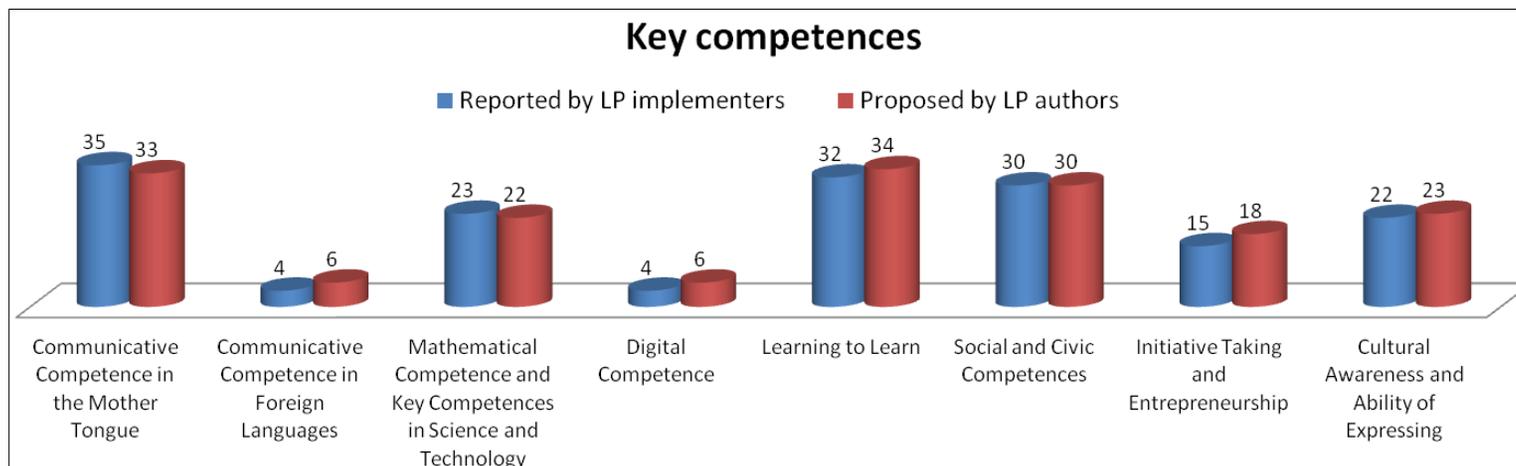


Figure 1. Differences between the key competences proposed by LP authors and those reported by the implementers

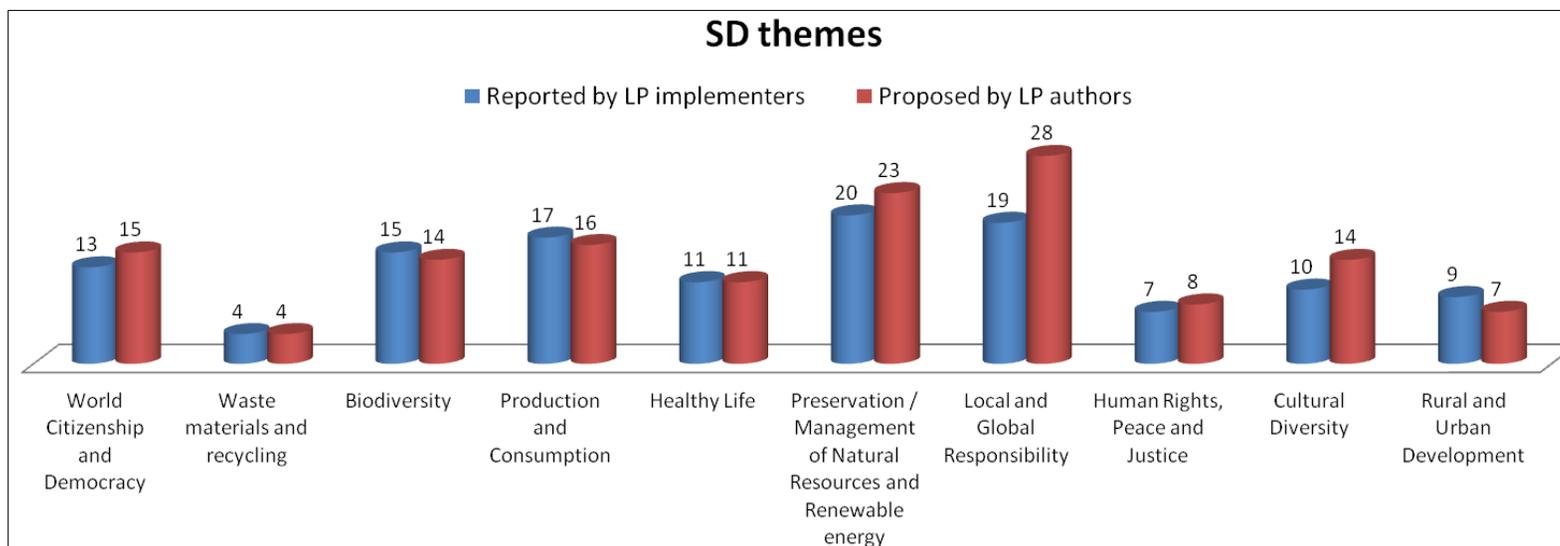


Figure 2. Differences between the SD themes proposed by LP authors and those reported by the implementers



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B/ Overview of the teachers' feedback

All the implementer teachers from Romania gave a positive feedback related to the implemented lesson plans, but mostly to the possibility to get new ideas from the different lesson plans from the SUSTAIN Database which will help them to improve their own lesson plans.

C/ Conclusions

Without major problems, the test implementation process in Romania lead to a great experience for the teachers, students and also for the local experts. The main conclusion of this stage is that it was a great idea to develop a virtual place, SUSTAIN Database, with lesson plans proposed by teachers from the partner countries. The share of a quite wide variety of practices was welcomed by teachers. The experience of working with the SUSTAIN Database and implementing lesson plans proposed by teachers from other countries has a long term effect since all the teachers expressed their intention to implement, in the next school year, other lesson plans or parts of it from the database.