

THE T-SPACE NEWSLETTER

The newsletter of the Erasmus+ Talent Space Project



Guidance at times of pandemic

Erasmus+ KA2 for the exchange of good practices

It doesn't really matter how intensive the health emergency has been throughout the past 2 years: the T-Space partners managed to find their own way to keep guidance and orientation activities well alive by exploiting their creativity and their problem solving abilities. Regardless of the pandemic, students still have to choose their further education, families still have to support their children while local stakeholders still have to contribute to the implementation of the so called "educational community". As limited as some activities have been, partners can't go without promoting students' talents and to promote a better conscious and aware decision making process.

TALENT SPACE

Why Guidance and Orientation are important to us



Co-funded by the
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Tspace
PROJECT



Greece

The omicron variant was no limit

The second year of TSpace implementation started with an optimistic attitude on our part that we will manage to cover the losses and the drop backs of the previous year when distance learning seemed to be one-way street in the times of pandemic. This year schools have been open in Greece from the very beginning. The Erasmus team of our school during the initial meetings made an ambitious planning of school activities and visits to be implemented throughout the school year. Core points of our initial plans were the following:

1. To finish the reconstruction of our Talent Space including wall painting, decoration, furniture, technological equipment etc., with student's energetic involvement.
2. To carry on with the implementation of various activities and the production of new work sheets,
3. To schedule visits in various workplaces, schools, companies, institutions etc.
4. To invite parents and other professionals for interviews.
5. To organize along with the parent's association an Open Day about professions in the end of the school year.

Having in mind last year's experience we decided to change the way we work with students of the last two grades. Instead of working with a whole class during the normal timetable, we made the participation optional and arranged the meetings after the end of the school day. By doing so students' motivation got higher as well as the degree of engagement to the activities. On the other hand, there were some newcomers, so we had to repeat the self-knowledge phase for them. However, the outbreak of the omicron variation and other operational issues, forced us to compromise and make necessary adjustments. For example, there have been some absences of students and teachers that kept us behind or a bad weather wave that necessitated distance learning.

The most important thing on our mind was to finish the Talent Space room in our school.

Ο 2ος χρόνος υλοποίησης του προγράμματος TSpace ξεκίνησε με την αισιοδοξία ότι η φετινή χρονιά θα κυλήσει ομαλά και θα μπορέσουμε να πραγματοποιήσουμε δραστηριότητες και επισκέψεις που πέρσι δεν έγιναν λόγω της τηλεκαπαίδευσης. Με τα σχολεία ανοιχτά η ομάδα μας συνέταξε ένα φιλόδοξο πρόγραμμα δραστηριοτήτων κι επισκέψεων που θα υλοποιούνταν κατά τη διάρκεια της χρονιάς. Τα βασικά σημεία του προγραμματισμού μας ήταν τα εξής:

1. Να ολοκληρωθεί η ανακατασκευή της αίθουσας των Ταλέντων και να γίνουν οι απαραίτητες παρεμβάσεις (βάψιμο, διακόσμηση, επίπλωση) με την ενεργό συμμετοχή των μαθητών μας.
2. Να συνεχίσουμε την υλοποίηση των δραστηριοτήτων και να παράξουμε καινούρια φύλλα εργασίας.
3. Να προγραμματίσουμε επισκέψεις σε εταιρείες, εργοστάσια, σχολεία, άλλους χώρους εργασίας.
4. Να συνεχίσουμε τις συνεντεύξεις με γονείς και άλλους επαγγελματίες.
5. Να οργανώσουμε σε συνεργασία με τον Σύλλογο Γονέων την Ημέρα των Επαγγελματιών πριν την λήξη της σχολικής χρονιάς.

Τη φετινή χρονιά αποφασίσαμε στη Β' και Γ' τάξη να μην δουλέψουμε με συγκεκριμένα τμήματα σε ώρες μαθήματος, όπως πέρσι, αλλά να ανοίξουμε το πρόγραμμα σε όλη την τάξη με προαιρετική συμμετοχή. Οι συναντήσεις, έτσι, γίνονται μετά τη λήξη των μαθημάτων και συμμετέχουν μαθητές με ειλικρινή επιθυμία και προσωπική δέσμευση στους στόχους του προγράμματος.

Η έξαρση, όμως, της όμικρον δυσχέραινε πολύ την υλοποίηση των προγραμματισμένων στόχων λόγω απουσιών εξαιτίας κρουσμάτων. Η κατάσταση επιδεινώθηκε λόγω αστάθμητων παραγόντων όπως η κακοκαιρία που επέβαλε το κλείσιμο των σχολείων και την τηλεκαπαίδευση. Κινητικότητα στα πλαίσια Erasmus και μία φιλοξενία μείωσαν περαιτέρω τα χρονικά περιθώρια δράσης. Σε αυτές τις συνθήκες προτεραιότητα ήταν η ολοκλήρωση της αίθουσας των Ταλέντων, ώστε οι συναντήσεις να γίνονται στον χώρο αυτό. Η συμμετοχή των μαθητών μας με ιδέες και προσωπική εργασία ήταν καθοριστική. Έβαψαν τους τοίχους, έφτιαξαν μαξιλάρια από παλιές κουρτίνες, έφεραν αρωματικά κεριά και, φυσικά, είναι υπεύθυνοι για την καθαριότητα του χώρου.





Greece

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On the top of that, Erasmus mobilities and the hosting of our 2nd Transnational Meeting narrowed down the scope of actions. Our first priority, though, was to finish the Talent Room because we wanted all the activities to take place in there. Students were very enthusiastic in taking part in the decoration and furnishing procedure. They contributed with their ideas and personal work. They painted the walls, made pillows reusing old curtains, brought some aromatic candles. Apart from that they are responsible of keeping the place clean and tidy.

Second, the number of meetings with our groups and the activities done were less than the initial plan but still at a satisfactory level given the circumstances (3-4 self-knowledge activities and knowing the professions activities). Also, a few new worksheets and activities were introduced to our groups. We also had the chance to welcome two parents for interviews, a military officer and a seamstress who also works as a needleworker. The latter has already joined our meetings three times for a creative workshop with our students. Students created knitted pencil cases for our Talent Room, sewed pillows using old curtains, had the chance to test their crafting skills and learn about a new profession. Students' response to both interviews was very positive. They asked many questions, particularly to the military officer, because currently military career is highly appreciated among parents in Greece and thus, they try to influence their children.

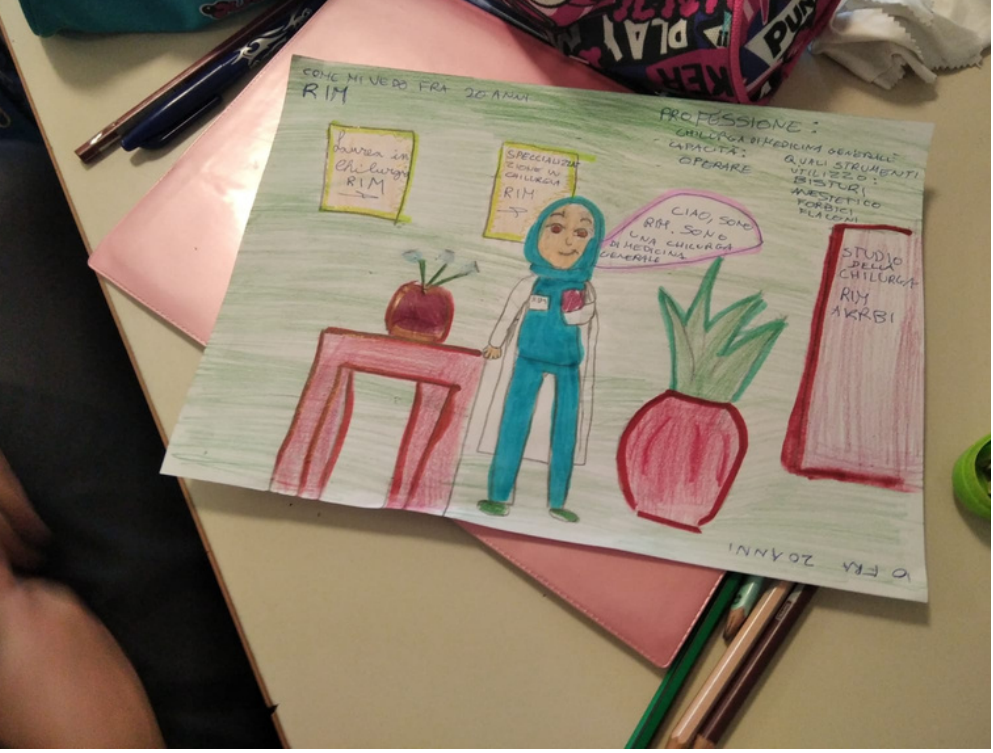
The most unfortunate fact during this period is that we had to cancel all the visits to workplaces and companies due to the ban on all school trips because of the omicron surge. Nevertheless, we carry on with the rest of the activities trying to achieve the most of our initial planning.

Students created knitted pencil cases for our Talent Room, sewed pillows using old curtains, had the chance to test their crafting skills and learn about a new profession.

Οι συναντήσεις που έχουν μέχρι τώρα υλοποιηθεί και οι αντίστοιχες δραστηριότητες χωρίς να αντιστοιχούν στον αρχικό σχεδιασμό θεωρούνται ικανοποιητικές (3-4 δραστηριότητες αυτογνωσίας και γνωριμίας με τα επαγγέλματα, καινούρια φύλλα εργασίας που παρήχθησαν από την ομάδα μας και υλοποιήθηκαν με τους μαθητές μας). Παράλληλα, πραγματοποιήθηκαν δύο συνεντεύξεις με γονείς, έναν πατέρα αξιωματικό πεζικού και μία μητέρα που ασχολείται με το ράψιμο και την πλεκτική. Η μητέρα, μάλιστα, συμμετείχε συνολικά σε τρία δημιουργικά εργαστήρια και καθοδήγησε τους μαθητές μας να φτιάξουν μαξιλάρια ανακυκλώνοντας παλιές κουρτίνες, και να πλέξουν μολυβοθήκες για την αίθουσα των ταλέντων. Η ανταπόκριση των μαθητών μας κατά τη διάρκεια των συνεντεύξεων ήταν πολύ μεγάλη. Έκαναν πολλές ερωτήσεις ιδιαίτερα στον αξιωματικό του στρατού, καθώς η στρατιωτική καριέρα είναι δημοφιλής επαγγελματική προοπτική μεταξύ πολλών γονέων στην Ελλάδα.

Το πλέον δυσάρεστο γεγονός κατά την περίοδο αυτή είναι ότι απαγορεύτηκαν όλες οι μετακινήσεις με μαθητές λόγω της έξαρσης της όμικρον. Αναγκαστήκαμε, εκ των πραγμάτων, να ακυρώσουμε όλες τις προγραμματισμένες επισκέψεις στα πλαίσια του προγράμματος. Παρόλα αυτά, συνεχίζουμε την προσπάθεια με στόχο να υλοποιήσουμε τα περισσότερα σημεία του αρχικού σχεδιασμού.





Ritornare in aula non sembra vero!

Finalmente dal mese di settembre 2021, le attività orientative sono ritornate nelle scuole del territorio e i nostri orientatori hanno potuto di nuovo lavorare a stretto contatto con i ragazzi.

Che bellezza poter risentire le voci dei ragazzi e condividere con loro pensieri e riflessioni.

In questo periodo abbiamo lavorato con gli studenti della scuola primaria esplorando i loro talenti e approfondendo la conoscenza dei mestieri; ora stiamo programmando le interviste con diversi professionisti, che racconteranno il loro percorso scolastico e professionale e sveleranno i segreti del proprio mestiere.

Nelle scuole secondarie di I grado, con i ragazzi delle classi prime sono iniziati i workshop legati alla scoperta delle emozioni e alla conoscenza del sé, in una prospettiva e dimensione di gruppo.

Parallelamente stanno proseguendo i percorsi di Formazione degli insegnanti, con i percorsi formativi "Alla scoperta dei talenti con la didattica orientativa". I corsi, attraverso un approccio metodologico tecnico/pratico, hanno la finalità di mettere a disposizione degli insegnanti strumenti pratici sulla conoscenza del sé, sul riconoscimento delle attitudini e propensioni e per facilitare l'introduzione del concetto di mestiere e di professione all'interno delle Classi IV e V della Scuola Primaria. Questi percorsi sono ancora on line perché per gli insegnanti la modalità a distanza è ancora uno strumento di apprendimento utile ed efficace perché abbatte le distanze e permette di ottimizzare i tempi.

Italy

CFP Cemon

BACK TO SCHOOL....SEEMS INCREDIBLE

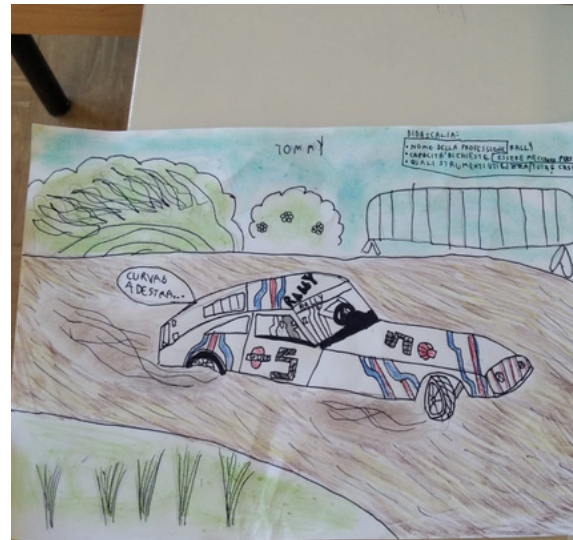
Finally, from September 2021, the orientation activities returned to the local schools and our counselors were again able to work in close contact with the pupils.

What a great thing is to hear the voices of the kids and share thoughts and reflections with them.

In this period, we have worked with primary school students exploring their talents and deepening their knowledge of several crafts; now we are planning interviews with various professionals, who will tell about their academic and professional career and will reveal the secrets of their profession.

In junior high schools we organized workshops aimed at discovering emotions as well as self-knowledge activities with the pupils of the first grades, through a group perspective and dimension.

At the same time, the training courses for teachers are going on, with the program "Discovering talents with orientation teaching". The courses, through a technical / practical methodological approach, aim to provide teachers with practical tools on self-knowledge, the recognition of attitudes and propensities and to facilitate the introduction of the concept of craft and profession within the fourth and the fifth grade of the Primary Schools. These courses are still online because for teachers the distance modality is still a useful and effective learning tool since it cuts down distances and allows a good timely fashion and efficacy.





Il Rondò dei Talenti

Si stanno concludendo in queste settimane i lavori del progetto di riqualificazione promosso dalla Fondazione che intende creare un nuovo spazio per la comunità sui temi dell'educazione e dell'innovazione, recuperando un edificio dismesso, particolarmente significativo per la città di Cuneo.

Il nuovo edificio ospiterà il Rondò dei Talenti, che sarà a disposizione di insegnanti, genitori, imprese e di tutti coloro che hanno a cuore la crescita e il futuro dei ragazzi. Esso offre a tutta la comunità educante occasioni di confronto, formazione e informazione su tematiche di interesse culturale.

Il piano terra sarà punto di accoglienza con uno spazio caffetteria e ristorazione e possibilità di piccoli eventi.

Il primo piano sarà dedicato alle attività di formazione e suddiviso in aule e spazi più informali, modulabili e seconda delle esigenze. Al piano quarto un'ampia zona per eventi di diversa tipologia con una cucina utilizzabile anche da imprese di catering.

Il secondo e il terzo piano saranno la sede della Città dei Talenti, il progetto ideato da Fondazione CRC e selezionato e cofinanziato insieme all'Impresa sociale Con i Bambini, nell'ambito del fondo per il contrasto della povertà educativa minorile. La Città dei Talenti, dopo una prima parentesi di apertura tra giugno e novembre 2020, tornerà ad essere il luogo fisico allestito a misura di bambine e bambini, ragazzi e ragazze dai 7 ai 13 anni, e destinato ad ospitare le loro esplorazioni per imparare a riconoscere interessi e abilità, attraverso attività ludico-creative individuali e di gruppo.

Il secondo piano ospiterà inoltre l'Aula scuola 2030, un luogo dedicato al mondo della scuola e all'innovazione didattica, all'orientamento, alle relazioni nell'educazione e alla pedagogia.

Un grande luogo, uno spazio nel cuore della città dedicato ai giovani e agli adulti che sentono l'esigenza di arricchire le proprie competenze ed il proprio bagaglio culturale con uno sguardo al proprio futuro professionale.

Italy

FONDAZIONE crc

The Roundabout of Talents

In recent weeks, the renovation works for the redevelopment project promoted by the Foundation, which intends to create a new space for the community on the issues of education and innovation, are being completed by recovering an abandoned building, particularly significant for the city of Cuneo.

The new building will house the Rondò dei Talenti, which will be available to teachers, parents, businesses and all those who care about the growth and future of children. It offers the whole educating community opportunities for discussion, training and information on issues of cultural interest.

The ground floor will be a welcome point with a cafeteria and restaurant space and the possibility of small events.

The first floor will be dedicated to training activities and divided into more informal, modular classrooms and spaces according to needs. On the fourth floor a large area for various types of events with a kitchen that can also be used by catering companies.

The second and third floors will be the headquarters of the City of Talents, the project conceived by the CRC Foundation, selected and co-financed together with the social enterprise Con i Bambini, as part of the fund for combating child educational poverty. After a brief opening from June to November 2020, the City of Talents, will be the physical place set up for girls and boys, aged 7 to 13, and destined to host their explorations to learn to recognize interests and skills, through individual and group playful-creative activities. The second floor will also host the 2030 classroom, a place dedicated to the world of school and educational innovation, guidance, relations in education and pedagogy.

A large place, a space in the heart of the city dedicated to young people and adults who feel the need to enrich their skills and cultural background with an eye to their professional future.





Poland

John Paul II Primary School in Długotłęka

Despite the pandemic in Poland and in the world, we tried to achieve our goals in the TALENT SPACE project. Using the opportunities offered by the wonderful cooperation with parents and people from the school's environment, we managed to conduct many interesting meetings on the subject of professions and passions. Junior class students hosted real professionals in their professions and enthusiasts at the school. In the period from October to January, there were workshops on creativity and the creation of ornaments, as well as motivational workshops led by our coordinator, educator Monika Kurzynoga. In addition, students learned about the profession of a heavy machinery designer and saw how he can construct a motorhome. The next workshop was related to getting to know the career path from passion to a professional athlete. The students not only learned about the extraordinary life story, but also trained with a real master. It turned out that the profession of a construction manager is just as exciting. The students learned about the manager's tasks, requirements and interesting facts about the profession. They measured construction clothes and helmets. It was also very interesting to learn about the computer graphics profession, which taught students how to make their own business card designs. The children got acquainted with the everyday tricks of graphic designers and interesting facts from the graphics industry. One of the student's grandfather invited students to learn about the profession of beekeeper, bringing beekeeping attributes to the school. The joint conversation took place over tasty sandwiches with honey from our own apiary. During the meeting with a specialist in Jewish cuisine, the students tasted the hummus together. The students also worked on the project sheets, wondering, among other things, what their lives will be like in 15 years. All works go to the student portfolio. We can say with great joy that despite the pandemic, we managed to undertake many interesting workshop meetings on the subject of professions and passions. We are still waiting for the pandemic to end so that we can go a little further beyond school. Meanwhile, after establishing cooperation with the European Union Information Office in Wrocław, classes were planned for all classes participating in the project on the topics: "The European Union in a nutshell with professional elements and competences of the future" and "Professional mobility in the European Union with elements of the professions of the future. . Thus, we will learn about the competences and professional requirements that will be desired in the ever-changing future.

We can say with great joy that despite the pandemic, we managed to undertake many interesting workshop meetings on the subject of professions and passions

The quality of life is very often associated with obtaining high professional qualifications. Currently, in Poland, this means that a young adult with higher education has a chance for a better paid job,

Pomimo trwania pandemii w Polsce i na świecie, staraliśmy się realizować nasze cele w projekcie TALENT SPACE. Wykorzystując możliwości, jakie dała nam wspaniała współpraca z rodzicami i osobami z otoczenia szkoły, udało się przeprowadzić wiele ciekawych spotkań na temat zawodów i pasji. Uczniowie klas młodszych, gościli w szkole prawdziwych fachowców w swoich zawodach oraz pasjonatów. W okresie od października do stycznia odbyły się warsztaty kreatywności i tworzenia ozdób oraz warsztaty motywacyjne prowadzone przez naszego koordynatora pedagoga Monikę Kurzynogę. Ponadto uczniowie poznali zawód projektanta maszyn ciężkich i obejrżeli jak może skonstruować campera. Kolejny warsztat związany był z poznaniem ścieżki kariery od pasji do zawodowego sportowca. Uczniowie poznali nie tylko niezwykłą historię życia, ale również trenowali z prawdziwym mistrzem. Okazało się, że zawód kierownika budowy jest równie ekscytujący. Uczniowie poznali zadania kierownika, wymagania jakie musi spełniać i ciekawostki na temat zawodu. Mierzyli budowlane stroje i kaski. Bardzo ciekawym spotkaniem było również poznanie zawodu grafika komputerowego, który nauczył uczniów, jak zrobić własne projekty wizytówek. Dzieci zapoznały się z przydatnymi na co dzień trikami grafików i ciekawostkami z branży graficznej. Dziadek jednej z uczennicy zaprosił uczniów do poznania zawodu pszczelarza, przynosząc do szkoły pszczelarskie atrybuty. Wspólna rozmowa odbywała się przy smacznych kanapkach z miodem z własnej pasieki. W trakcie spotkania ze specjalistką od kuchni żydowskiej uczniowie smakowali wspólnie zrobiony humus z macą. Uczniowie pracowali również na projektowych arkuszach, zastanawiając się, m.in. jak ich życie będzie wyglądało za 15 lat. Wszystkie prace trafiają do uczniowskich portfolio.

Z wielką radością możemy powiedzieć, że pomimo pandemii udało nam się podjąć wiele ciekawych spotkań warsztatowych na temat zawodów i pasji. Wciąż czekamy na koniec pandemii, by móc wyruszyć nieco dalej, poza szkołę. Tymczasem, po nawiązaniu współpracy z Biurem Informacji o Unii Europejskiej we Wrocławiu, zostały zaplanowane zajęcia dla wszystkich klas biorących udział w projekcie na tematy: „Unia Europejska w pigułce z elementami zawodowymi i kompetencjami przyszłości” oraz „Mobilność zawodowa w Unii Europejskiej z elementami zawodów przyszłości. Tym samym poznamy kompetencje i wymagania zawodowe, jakie będą pożądane w stale zmieniającej się przyszłości.





Spain

CEIP Salvador Andrés

TUTORING AND GUIDANCE IN TIMES OF PANDEMIC

For the second year in a row we continue to reinvent education in order to meet the goals set in times of pandemic. Because of the pandemic we can't implement many of the actions that define our school, especially in relation to the participation of families and the community. In addition, the digital divide in our context is one hundred percent. Our students do not have personal computers or internet access at home, so online teaching is not possible.

Fortunately, this new wave of infections has not led to the closure of educational centers. However, we have seen a significant increase in absenteeism and a high number of infected students and teachers, in addition to the limitations of current health safety measures (wearing masks, bubble-groups, safety distance when possible, etc).. This prevents us from complying with the planned programming of actions related to the TSpace project: visits and interviews of positive role models, visits to workplaces, work with families, dissemination to other educational centers, general assemblies, etc.

However, we have tried to be positive and make the most of it. The current lower number of students in the classrooms allows us to create a more intimate, close and trusting environment, necessary to carry out tasks of tutorial action and orientation. In addition, it allows us to introduce more complex and abstract activities and dynamics of the project, so that when attendance is recovered, some of the students will have already enjoyed this climate of trust, internalized this way of working and can serve as an example and guide their peers.

Additionally, we have taken the opportunity to focus on reinforcing a fundamental aspect of our project: the training of teachers. By training and more actively involving the teachers in the implementation of the project, it is enriched. To do this, we hold various meetings where we program new actions, how to implement them, and create new materials and dynamics that we consider interesting to carry out now or in the future when sanitary conditions allow us to do so.

We have taken the opportunity to focus on reinforcing a fundamental aspect of our project: the training of teachers.

For the second year in a row we continue to reinvent education in order to meet the goals set in times of pandemic

TUTORÍA Y ORIENTACIÓN EN TIEMPOS DE PANDEMIA

Por segundo curso consecutivo seguimos reinventando la educación para poder cumplir los objetivos marcados en tiempo de pandemia. Debido a la pandemia no podemos llevar a cabo muchas de las acciones que nos definen, en especial en relación a la participación de las familias y la comunidad. Además, la brecha digital en nuestro contexto es del cien por cien. Nuestros alumnos no tienen ordenadores personales ni acceso a internet en sus hogares, así que no es posible recurrir a una enseñanza online.

Por suerte, esta nueva ola de contagios no ha supuesto el cierre de nuestro centro educativo. Sin embargo, sí hemos visto un aumento significativo del absentismo y de contagios de alumnos y maestros, además de las limitaciones que suponen las actuales medidas de seguridad sanitarias (llevar mascarillas, grupos estables-burbujas, distancia de seguridad cuando sea posible, etc.) Esto nos impide cumplir con la programación prevista de acciones relacionadas con el proyecto TSpace: visitas y entrevistas de modelos positivos, visitas a lugares de trabajo, trabajo con las familias, difusión a otros centros educativos, asambleas generales, etc. No obstante, hemos intentado ser positivos y sacar el máximo partido. El menor número actual de alumnos en las aulas nos permite crear un ambiente más íntimo, cercano y de confianza, necesarios para llevar a cabo tareas de acción tutorial y orientación. Además, nos permite introducir actividades y dinámicas más complejas y abstractas del proyecto, de modo que cuando se recupere la asistencia, parte de los alumnos ya habrán interiorizado este modo de trabajo y podrán servir de ejemplo y guiar a sus iguales.

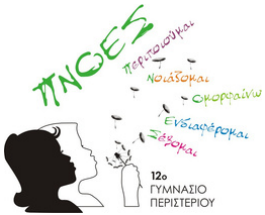
Asimismo, hemos aprovechado para centrarnos en reforzar un aspecto fundamental de nuestro proyecto: el entrenamiento de los maestros en orientación y acción tutorial. Al formar e involucrar de forma más activa al claustro en la implementación del proyecto, éste se enriquece.

Para ello realizamos diversas reuniones tanto de claustro como de cada ciclo donde programamos estas acciones, debatimos sobre la puesta en práctica en las aulas y creamos nuevos materiales y dinámicas que consideramos interesantes para llevar a cabo ahora o en el futuro cuando las condiciones sanitarias nos lo permitan.



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