

## Project summary

2021-1-HU01-KA122-SCH 000035539 – New opportunities - new challenges at BNAG

KA122-SCH Short-term projects for mobility of learners and staff

Form ID 2021-1-HU01-KA122-SCH-000035539

Deadline (Brussels Time) 28/08/2023



### I. Background: What is the operating environment of the organization and what is the background of the project?\*

Our school, Budapest XXII. District Budai Nagy Antal High School was founded in 1937 by the Premontre Order. The number of students: varies between 590-610 people. The main profile of the institution is language training with an increased number of hours. Our faculty consists of 58 people, the average age is over 50, and some of the colleagues are showing signs of burnout. After the last conflict-filled period, the well-being of the entire school community was greatly improved by the appointment of new leaders to head the school. At the initiative of the management, a SWOT analysis of the school was completed, which revealed the needs and named the areas to be developed. As a result of the joint thinking, we decided to introduce 2 new educational programs (one for talent management and one for bilingual education) in the ascending system. In order to successfully introduce the programs, it is necessary to develop the teachers' methodological culture, digital and foreign language skills, which the project provided an opportunity for. The sociocultural background of our students is heterogeneous. There are many children living in broken families with varying financial backgrounds.

### II. Objectives: What did you want to achieve by implementing the project?\*

Our goal was to motivate our students to learn a foreign language at a higher level, especially language learning based on CLIL content, to learn about and embrace European values, and to recognize and accept cultural and other differences. Our goal is for all mobility participants to be able to use the internet and media safely and consciously. Teachers should incorporate the online platforms and tools they have learned into their work, use them regularly, and thereby motivate students more. They share the knowledge they have acquired during the mobilities, and inculcate the culture of knowledge sharing in the school. Building relationships with colleagues and students from other European countries in order to increase the capacities needed for later international project activities. Striving to use the target language, thus improving your language skills. Through active language use and personal relationships, we believe it is important to increase tolerance and acceptance of foreign peoples and cultures. They should be able to follow good practices and apply the cooperative, inclusive methods for developing 20th century skills in the lessons and pass them on to their colleagues.

### III. Objectives:

In the framework of the project, the teachers implemented individual mobilities. They became familiar with the theoretical foundations of content-based language teaching and the steps of practical

implementation. They learned new ways to develop critical thinking, creativity, problem solving and collaboration. They built relationships with foreign colleagues. They shared their experiences on the courses with our visitors about the typical problems of class management, the management of cultural differences, the possibilities of inclusion of students with special needs, positive pedagogy, and the role of mindfulness, they acquired coordinator skills too. The students participated in a project-based educational program in international peer group. ICT tools were also used during the workshop. They got to know the Irish culture. Through conversations and role plays, they explored the topic of acceptance and inclusion, as well as the problems and opportunities of the digital world. The activities included, of course, the thorough preparation of the mobilities, and after the mobilities, the report on what was learned in writing and in the form of presentations and workshops, and then incorporating them into the courses and daily work.

#### IV. Objectives:

We consider the biggest result to be the start of a positive process. 3 Erasmus projects were running simultaneously at the school this year. We are committed to internationalization. After two successful applications, our school was awarded accreditation. Compared to our previous project, the number of colleagues participating in the courses doubled and we also implemented a new type of mobility. Thanks to continuous relationship building and the Green Erasmus TCA event in Potsdam, by spring we had already found 3 partner schools with whom we could work on a joint project within the framework of accreditation. In the spirit of sustainability, we created a small permaculture garden and a gamification workshop where we share our experiences. A colleague of ours started his own YouTube channel under the name Upside Down Lit&Grammar Class. As a Prezi trainer, he helps create lesson plans, presentations, infographics and videos that promote the acquisition of 21st century key competencies. The linguistic, digital, social and intercultural competences of our teachers and students have greatly improved. They learned the safe use of the Internet, the role and impact of social media. They became more open to the culture of other peoples.