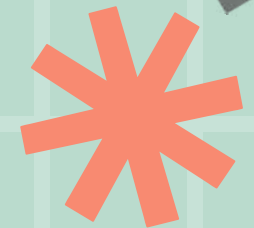
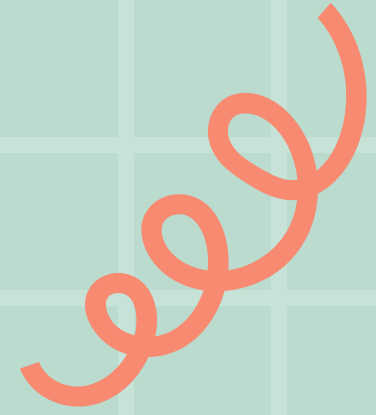
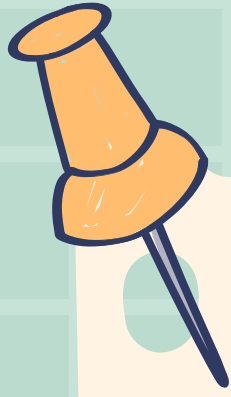


WELCOME



MULTIPLIER EVENTS

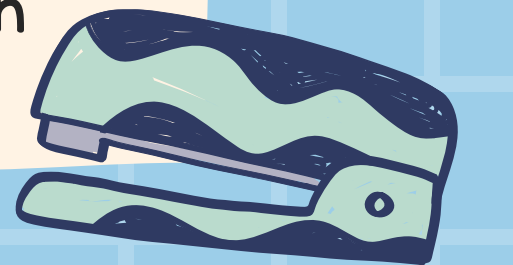
WE LEARN AS ONE





Avrupa Birliđi tarafından fonlanan Erasmus Projemiz 1 yılını doldurdu.

Koordinesini Slovenya'nın yaptığı
projemizin amacı; özel eğitim
öğrencilerinin daha iyi bir eğitim
alabilmesi ve öğretmenlerin öğretmen
yeteneklerinin artırılabilmesidir.

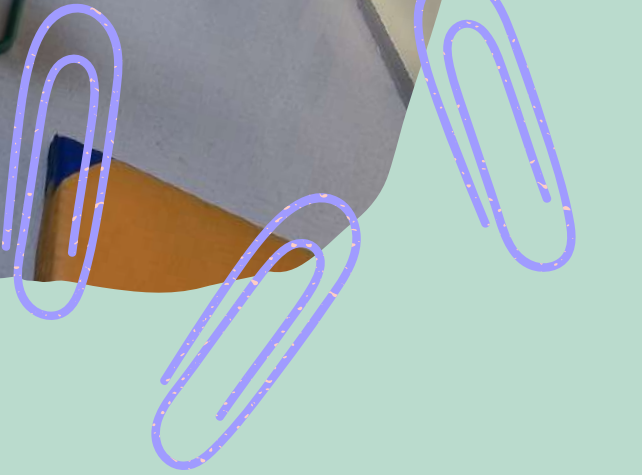
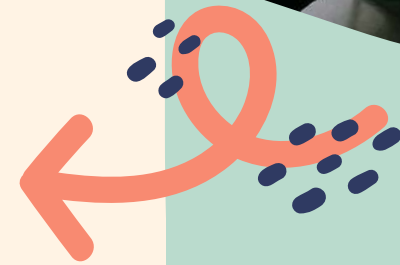


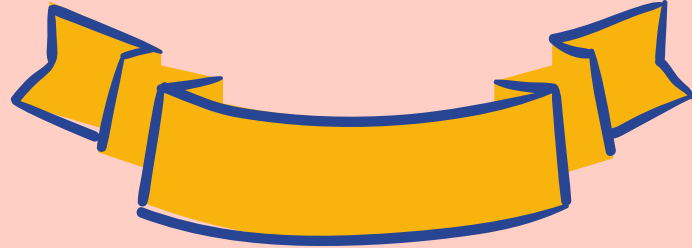


Proje kapsamına 3 fiziksel hareketlilik planlandı.

Her hareketlilik öncesinde ortaklarla iletişim internet üzerinden sağlandı ve gerektiği durumlarda online toplantılar düzenlendi.

Proje taslağında yer alan planlamaya göre ilk toplantı Haziran 2023 te Slovenya'nın Brezice yerleşkesinde gerçekleştirildi.



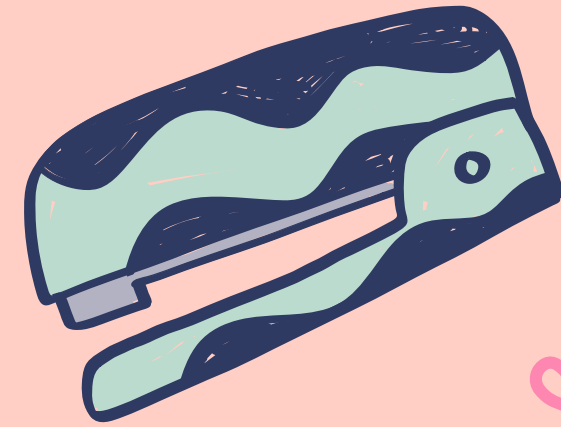


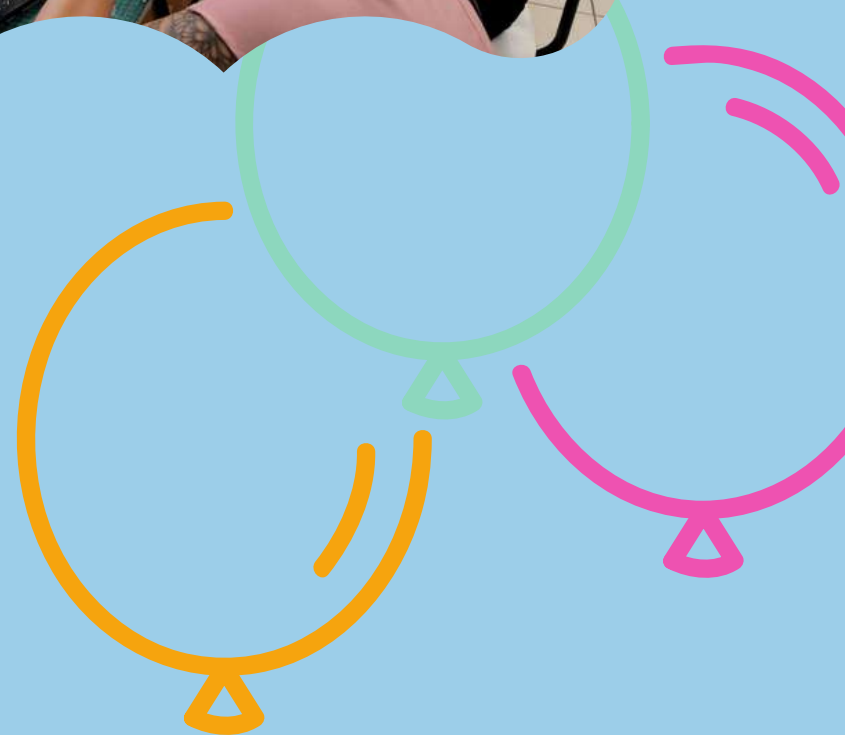
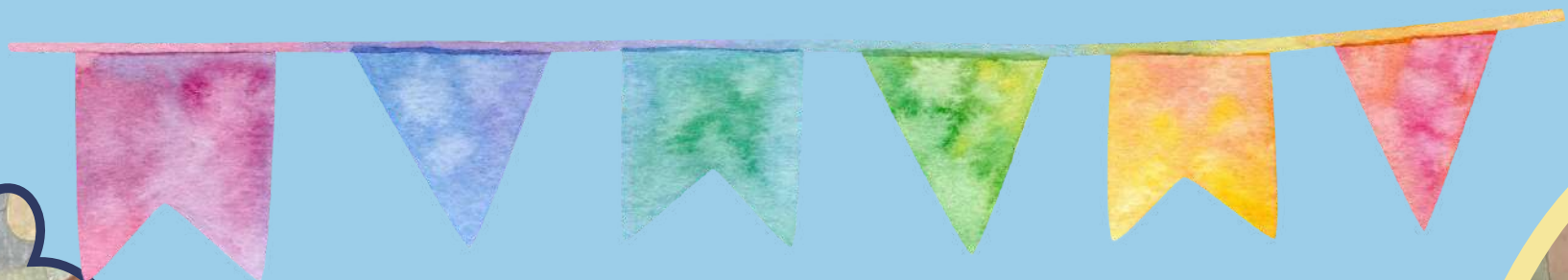


2. Hareketliliğimiz Çek Cumhuriyeti'nde.

Kapsayıcı ve Bütünleştirici Eğitim başlığıyla ikinci hareketliliğimiz Eylül 2023'te, Çek Cumhuriyeti'nin başkenti Prag'da gerçekleştirildi.

Çekya'nın ev sahipliği ile gerçekleştirilen hareketlilikte, katılımcılar kapsayıcı ve bütünleştirici eğitimin, eğitim sistemindeki güzel örneklerini tecrübe ederek ülkelerine geri döndüler.

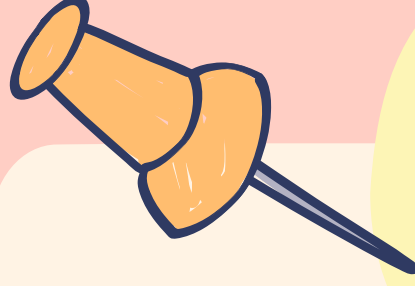


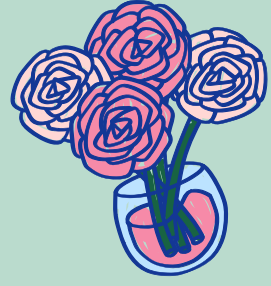


Son hareketliliğimiz ise Türkiye'de gerçekleştirildi.

Why don't we learn outside? Başlığıyla gerçekleştirdiğimiz hareketliliğimizde tüm katılımcılarımızla proje taslağında belirtilen aktiviteler gerçekleştirildi.

Özellikle özel eğitim ihtiyacı olan öğrencileri doğa ile buluşturup, ne tür aktiviteler ve eğitim materyalleri geliştirilebileceği hakkında grup tartışmaları, beyin fırtınaları ve yaratıcı drama etkinlikleri yapıldı.





Newsletters

Her hareketliliğin ardından, yapılan çalışmalarını yaygınlaştırmak ve görünürlüğünü artırmak adına newsletter hazırlanıp tüm paydaşlara sunuldu.



Newsletter
We learn as one
KA210 - SCH - 0024 - 2022

NEWSLETTER
The kick-off meeting of the We learn as one project was held in Brežice, Slovenia from 5 June to 9 June 2023. We learn as one is a project co-funded by the European Commission through the Erasmus+. The aim is to increase the teaching abilities of teachers in order to increase the integration of students with special educational needs into social life and educational activities.

FOLLOW-UP WORK
During the five days spent at Brežice Primary School, each partner presented its school/institution. Various workshops were prepared about the inclusion of special needs children into curriculum. We used drama activities, we held round tables, workshops were carried out on how to improve special education methods. Afternoon were spent exploring the local natural and cultural heritage.

ABOUT THE PROJECT
Our main objectives are for the teachers to have better qualifications in the field of special education and to become aware about the policies regarding special education in the partners' countries. Teachers are going to develop key competencies in special education and their abilities of critical thinking and problem solving skills and they are going to increase the motivation to work collaboratively.

DATE: 16 JUNE 2023



NEWSLETTER 2
NEW

PRAGUE, THE CZECH REPUBLIC ● DATE: 7 SEPTEMBER - 13 SEPTEMBER 2023

SECOND LTTA IN THE CZECH REPUBLIC
The second LTTA took place in the Czech Republic, focusing on imparting theoretical knowledge to educators regarding inclusive and integrative education. The training encompassed various education methods suitable for teaching students with special needs.

Diverse activities were organized to support inclusive and integrative education. These activities included icebreakers fostering cooperation among teachers and facilitating the establishment of robust communication networks. Teachers also engaged in presentations to enhance their theoretical understanding and dispel misconceptions. Drama exercises aimed at nurturing critical and multidimensional thinking skills. Additionally, roundtable discussions, small group talks, and brainstorming sessions were conducted to stimulate the generation of innovative ideas and foster a broad knowledge network through idea exchange.

PLANNED SESSIONS

Following the planned sessions, cultural activities were arranged, providing participants with insights into Czech culture, language, cuisine, lifestyle, daily routines, educational approaches, mindsets, and family dynamics.



Funded by the European Union
WE LEARN AS ONE NEWSLETTER
LTTA 3, TÜRKİYE, ÇELİK SANAYİ ORTAOKULU 05-09/02/2024

WHY DON'T WE LEARN OUTSIDE?
The final mobility of the 'We Learn As One' project, LTTA3, was successfully conducted at Çelik Sanayi Ortaokulu located in the Körfez district of Kocaeli city, Turkey, from February 5th to 9th, 2024, with the participation of teachers from all partner countries.

The activities planned for 5 days, in line with the project's objectives and goals, added yet another dimension to the teaching abilities of educators who are continuously improving themselves in the field of special education and gaining insight into the special education systems of partner countries through the project by conducting studies on the effects of extracurricular activities on students and teachers, efforts were made to highlight the supportive aspects of outdoor activities for students with special educational needs.

Ideas For Building the Future
We Learn As One is a project co-funded by the European Commission through Erasmus+. The aim is to enhance teachers' skills for the integration of students with special educational needs into social and educational activities.

Follow-up works
Through brainstorming sessions, outdoor discussion activities, school visits, science center tours, and various cultural activities, all participants not only gained detailed knowledge about special education practices in Turkey but also had the opportunity to get acquainted with Turkish culture up close. The results of pre and post-tests were evaluated, and an overall mobility assessment was conducted.

KA210-SCH-0024-2022 WE LEARN AS ONE

Booklets

Projemizin sonuçlarını yaygınlaştırmak için yapılan her hareketlilik sonunda elde edilen veriler kitapçık şeklinde düzenlendi ve tüm paydaşlarla paylaşıldı.

HAKKIMIZDA :

ÇELİK SANAYİ ORTAKLIĞI

Osnovalna šola Brežice, Slovenija

Educademy Prague, s.r.o. - Czech Republic

Co-funded by the European Union

ERASMUS CONNECTS US!

JUNE 2023

WE LEARN AS ONE

SPECIAL EDUCATION METHODS

WHAT WE ACHIEVED

Partners can attain various gains from the special education methods project. These include the development and implementation of more effective and innovative methods in special education, better-equipped preparation for enhancing students' learning success, expansion of international collaboration networks, and increased knowledge sharing. Furthermore, through such projects, partners have had the opportunity to comprehend and evaluate diverse cultural perspectives. These achievements are regarded as significant steps towards establishing a more comprehensive and efficient working environment in the field of special education.

SPECIAL EDUCATION METHODS

Special education methods are specialized strategies and techniques designed for individuals with diverse learning needs. These methods provide flexibility to address students' individual abilities and requirements, thereby supporting their successful learning.

WORKING PLAN

Within the scope of Erasmus studies, brainstorming sessions, roundtable discussions, classroom visits, and drama methods conducted on learning methodologies provide essential tools to enrich teaching processes and support effective student learning. These diverse methods enable teachers and educators to share best practices on an international scale within the framework of Erasmus projects, enhancing students' learning experiences.

ABOUT US :

ÇELİK SANAYİ ORTAKLIĞI

Osnovalna šola Brežice, Slovenija

Educademy Prague, s.r.o. - Czech Republic

Co-funded by the European Union

ERASMUS CONNECTS US!

SEPTEMBER 2023

WE LEARN AS ONE

INCLUSIVE AND INTEGRATIVE EDUCATION

WHAT WE ACHIEVED

At the conclusion of this project, teachers gained valuable insights and skills related to inclusive and integrative education. They developed a deeper understanding of diverse teaching methodologies and strategies for accommodating students with varying abilities and needs. Additionally, teachers enhanced their collaborative abilities through engaging in group discussions and sharing best practices. They also strengthened their communication skills, which are crucial for fostering a supportive learning environment. Overall, teachers emerged from the project equipped with the knowledge and tools necessary to create inclusive classrooms and support the diverse needs of their students effectively.

INCLUSIVE AND INTEGRATIVE EDUCATION

Inclusive and integrative education is an approach aimed at the full participation and support of all types of students in the educational process. This approach respects the diverse abilities, needs, and characteristics of students.

WORKING PLAN

Within the scope of our Erasmus project, we organized various activities targeting teachers to support inclusive and integrative education. These activities included brainstorming sessions to facilitate idea exchange and the development of new methods, group discussions focusing on exploring inclusive education strategies, and ice-breaking activities aimed at fostering better understanding and communication among teachers. These events enabled teachers to enhance their knowledge and experience in inclusive education, collaborate effectively, and create an inclusive learning environment.

ABOUT US :

ÇELİK SANAYİ ORTAKLIĞI

Osnovalna šola Brežice, Slovenija

Educademy Prague, s.r.o. - Czech Republic

Co-funded by the European Union

ERASMUS CONNECTS US!

FEBRUARY 2024

WE LEARN AS ONE

WHY DON'T WE LEARN OUTSIDE ?

WHAT WE HAVE ACHIEVED

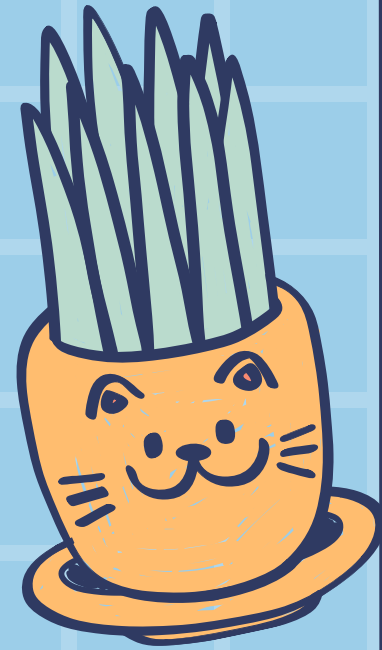
The activities, which were planned for 5 days in accordance with the project's objectives and goals, added another dimension to the teaching abilities of educators who continuously enhance their expertise in special education and gained insight into the special education systems of partner countries through the project. By conducting studies on the effects of extracurricular activities on students and teachers, efforts were made to highlight the supportive aspects of outdoor activities for students with special educational needs.

WHY DON'T WE LEARN OUTSIDE ?

Outdoor activities provide children with special educational needs opportunities for physical exercise, sensory stimulation, social interaction, emotional regulation, cognitive development, confidence building, and independence, fostering holistic growth in an inclusive environment.

WORKING PLAN

Through brainstorming sessions, outdoor discussion activities, school visits, science center visits, and numerous cultural activities, all participants not only gained detailed knowledge about special education practices in Turkey but also had the opportunity to get closely acquainted with Turkish culture.





Topic:	How important field trips in special education?	Organization: Teacher:	ÇELİK SANAYİ ORTAOKULU SEYHAN KAYA BAŞOĞLU
Required skills		Learning objectives	
<ul style="list-style-type: none"> Communication Skills Behavior Control and Management Independence Participation and Engagement Safety and Risk Awareness Empathy and Collaboration 		<ul style="list-style-type: none"> Students will be able to define the concept of field trips and grasp its significance. Students will comprehend the positive impacts of field trips on students' development in special education. Students will understand the process of field trip planning, including selecting appropriate activities, choosing venues, obtaining permissions, and executing activities. Students will consider individual student needs and interests during the field trip planning process and adapt activities accordingly. Students will develop awareness of student safety and environmental risks during field trips and implement safety measures. Students will be able to assess the effectiveness of field trips and provide feedback to students. 	

Learning resources:	
Learning formats:	<input type="checkbox"/> frontal <input checked="" type="checkbox"/> group work <input checked="" type="checkbox"/> pair work <input type="checkbox"/> individual
Teaching methods:	<input checked="" type="checkbox"/> discussion <input type="checkbox"/> explanation <input type="checkbox"/> demonstration <input checked="" type="checkbox"/> practical activity <input type="checkbox"/> paper materials <input type="checkbox"/> audiovisual materials

LESSON PLAN	
INTRODUCTION:	In this session, we will explore the significance of incorporating field trips into special education curriculum and the positive impacts they can have on students' learning and development. Field trips provide unique



	<p>opportunities for students with special needs to engage in experiential learning outside the confines of the classroom, allowing them to explore new environments, practice social skills, and enhance their overall educational experience.</p> <p>Throughout this session, we will delve into the various benefits of field trips in special education, including their role in promoting social skills, enhancing learning experiences, boosting motivation, and fostering independence and confidence in students. Additionally, we will discuss practical strategies for planning and implementing successful field trips tailored to the needs and interests of students with special needs.</p>
PRESENTATION:	<p>Understanding the Concept of Field Trips:</p> <ul style="list-style-type: none"> Definition of field trips and their significance in special education. Overview of the goals and objectives of incorporating field trips into special education curriculum. <p>Benefits of Field Trips in Special Education:</p> <ul style="list-style-type: none"> Exploration of the various advantages of field trips, including social skill development, enhanced learning experiences, increased motivation, and fostering independence and confidence. <p>Planning and Implementation of Field Trips:</p> <ul style="list-style-type: none"> Steps involved in planning successful field trips, such as setting goals, identifying student needs and interests, selecting appropriate venues, obtaining permissions, and organizing logistics. Strategies for implementing field trips effectively, including group management, safety measures, and facilitating meaningful learning experiences during the trip. <p>Case Studies and Examples:</p> <ul style="list-style-type: none"> Examination of real-life case studies and examples showcasing successful field trip experiences in special education settings. Analysis of the key factors contributing to the success of these field trips and lessons learned for future planning.



	<p>planning a field trip to a local museum, nature reserve, or cultural center, let's seize the opportunity to provide our students with unforgettable learning experiences that will shape their lives for years to come.</p>
EVALUATION:	<p>Reflection and Self-Assessment:</p> <p>Participants will be encouraged to reflect on their learning experiences throughout the session and assess their understanding of the key concepts covered.</p> <p>Discussion Participation:</p> <p>Evaluation of participants' active participation and engagement in the interactive discussions, including their contributions, questions asked, and insights shared.</p> <p>Practical Application:</p> <p>Assessment of participants' ability to apply the knowledge and strategies learned during the session to their own teaching practices, as evidenced by the development of personalized action plans for incorporating field trips into special education curriculum.</p> <p>Feedback and Reflection:</p> <p>Solicitation of feedback from participants regarding the effectiveness of the session, including strengths, areas for improvement, and suggestions for future sessions.</p> <p>Opportunity for participants to reflect on their own learning goals and identify any additional support or resources needed to further enhance their understanding of the topic.</p> <p>Assessment of Learning Objectives:</p> <p>Evaluation of participants' achievement of the learning objectives outlined at the beginning of the session, including their understanding of the concept of field trips, recognition of the benefits of field trips in special education, and acquisition of practical skills for planning and implementing field trips.</p> <p>Action Plan Development:</p>



	Review and assessment of participants' action plans developed during the session, focusing on the clarity, feasibility, and relevance of the proposed strategies for incorporating field trips into their teaching practices.
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TEŞEKKÜR EDERİZ

ÇELİK SANAYİ ORTAOKULU
PROJE EKİBİ

