



# Learning Portfolio

Tools for Reflection on Learning &  
Professional Development

Reykjavik, 10th of October 2022

# A SYNTHESIS OF REFLECTION AND LEARNING



*We do not learn from experience...*

*We learn from reflecting on experience*

- John Dewey

*We do not learn from experience...*

*We learn from reflecting on experience*

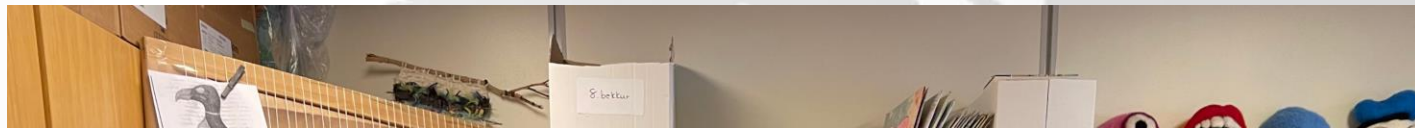
- John Dewey



*We do not learn from experience...*

*We learn from reflecting on experience*

- John Dewey





# Tools for Reflecting and Learning



**Task 1 (individual task):**  
Reflection on Learning

**Task 2 (group task):**  
Presentation of Learning

## Task 1

# Reflecting on Learning

Individual Task



Participants will be expected to reflect on certain aspects of the course.

Reflective Journal

# TASK 1 (INDIVIDUAL TASK)

## Reflection on my experience and learning

### Reflective Journal

This Reflective Journal is a useful means for your **professional development**. Please take a moment to reflect personally on the programme and write a few lines every day on your thoughts.

Possible areas of reflection: my *professional development* today, *cultural understanding*, *participation* in and understanding of *debates, talks, visits to schools, sharing of expertise* and building of *future partnerships* (Dissemination Strategies), *European Dimension*, etc.

<b>Professional Development</b>	<ul style="list-style-type: none"><li>- Where does your journey start?</li><li>- Greatest challenges as an educator?</li><li>- How will you incorporate what you have learned?</li><li>- What are your goals for this programme?</li></ul>
<b>Cultural Understanding</b>	<ul style="list-style-type: none"><li>- What you have learned about the host culture.</li><li>- Communication with the locals and other participants.</li><li>- Cultural differences between Ireland and your country.</li></ul>
<b>Language Development</b>	<ul style="list-style-type: none"><li>- Change of perspective (teacher/learner)</li><li>- Self-expression in a group setting</li><li>- Communicating in a foreign country</li></ul>
<b>Dissemination of learning</b>	<ul style="list-style-type: none"><li>- How will you share what you have learned?</li><li>- With whom?</li><li>- Conversations with colleagues</li></ul>
<b>Meaningful Moments</b>	<ul style="list-style-type: none"><li>- Something specific that affected you on a personal / professional level?</li><li>- Photos that you took</li><li>- Music or sounds that you heard</li></ul>

If you decide to use an online platform for your journal please paste the link here:

[Click or tap here to enter text]

**Sunday:**

[Click or tap here to enter text]

**Monday:**

[Click or tap here to enter text]

**Tuesday:**

[Click or tap here to enter text]

**Wednesday:**

[Click or tap here to enter text]

**Thursday:**

[Click or tap here to enter text]

To be sent to English Matters during the week after the course



**What are you hoping to learn this week?** Feel free to mention any professional, cultural, linguistic, and personal aspects.

**Do you feel learning a second language is important to your students? Why?**

**How will you incorporate what you have learned?**

**What main cultural differences have you found between Iceland and your country?**

**Have you developed any connections with fellow participants for future projects?**

**What are your greatest challenges in the classroom?**

**Should all learning be inside the classroom?** Talk about your experience using Contexts4Content.

- To be sent to English Matters during the week after the course

## Task 2

# Presentation of Learning

Group task



In the concluding stage of the course, participants will present their learning to their fellow participants.

The presentation will be prepared, developed and finalised throughout the progression of the course.

We suggest **mixed nationality** groups to expand your learning about different educational systems from Europe. Groups should have 5-7 people.

## Task 2

# Presentation of Learning

Group task



5 minutes to  
present your  
learning

**Slide 1:** Learning about schools & Education System

**Slide 2:** The most representative pictures of your experience. These may relate to a specific area you have focused on.

**Slide 3:** Practical application with students and educational community (dissemination of teaching & learning)

# Some Examples



# Arrangement

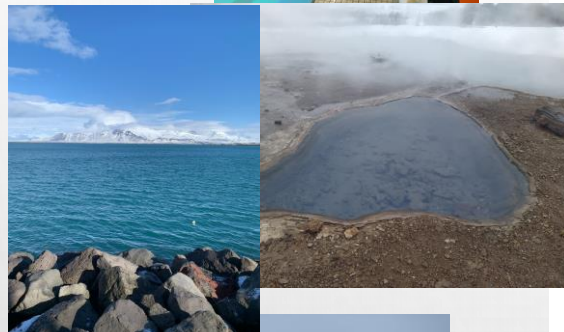
Classrooms

Open space

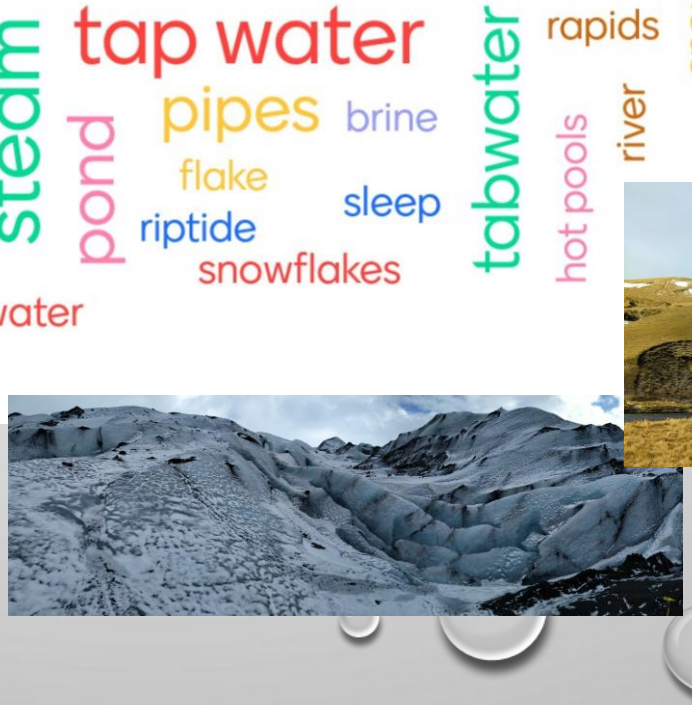
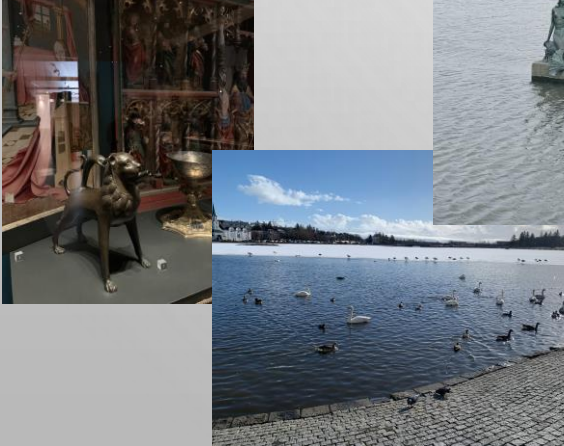
- traditional (in rows)
- group
- pairs
- individuals



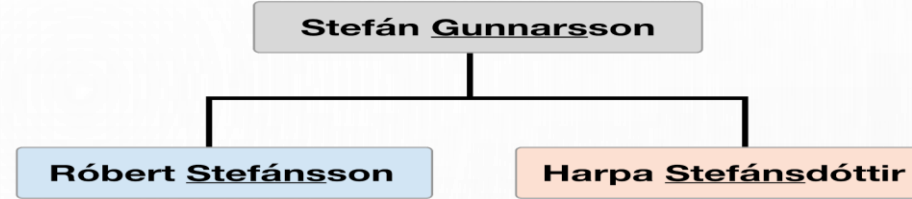
# FREEDOM



old fountain  
 drinking water  
 sea  
 slippery roads  
 baptism font  
 spring  
 fishing  
 hail  
 vikings  
 lagune  
 fountain  
 sleet  
 waves  
 puddle  
 beer  
 stream  
 snow  
 steam  
 pond  
 pipes  
 brine  
 flake  
 riptide  
 sleep  
 snowflakes  
 geothermic water  
 viking boats  
 drop  
 skiing  
 tap water  
 tabwater  
 rapids  
 snow storm  
 river  
 hot pools  
 ice  
 rain  
 ocean  
 pools  
 glacier  
 waterfall



# PECULIARITIES ABOUT ICELANDIC SURNAMES



GERMAN SURNAMES: women get the husband's name when they get married. it's the normal thing but you have the choice not to do it

LITHUANIAN SURNAMES: surnames are similar but end with different suffixes. Males' suffix -is in "Čepulis". The mother in the family has the suffix -ienė "Čepulienė" meaning "Mrs." The daughter in the family typically has the suffix -\_\_tė "Čepulytė" meaning "Miss". Unmarried women keep their father's name.

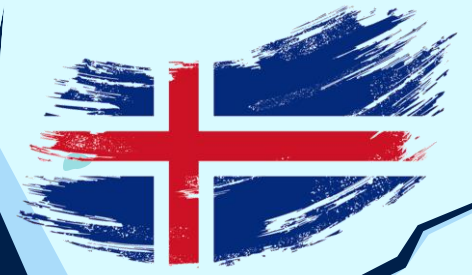
CZECH REPUBLIC: women take their husband's name Lukas Kacer and the wife would be Kacerova

DUTCH SURNAMES: unmarried women have the name of their father: Jonneke van Tol. when married: Jonneke Steenvoorden

SPANISH SURNAMES: Maria de los Dolores Fuertes de Barriga (Virgin Mary of the Strong Stomachache), Jose Manuel de Todos los Santos Martinez-Irujo

# Some Examples





# ICELAND

*A small, young and educated Nation*

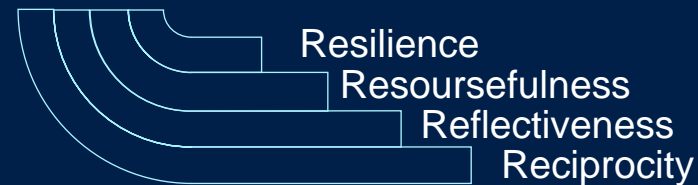
Reykjavik, 19<sup>th</sup> March 2022

# Menning og Menntun Culture and Education



- Emphasis on building students' learning power
- Active learning and responsibility for their own progress
- Developing autonomous learning of the students
- The schools are allowed to decide about the school profiles / curricula
- Culture and nature are the contents for learning
- Atmosphere of safety, warmth and respect
- Compromise between study, work, hobby!
- Focus on teaching life skills
- Strong national consciousness

Key concepts



(Claxton, 2002)

# First Impressions

B I N S



**Sustainability**

I D E A S



**Creativity**

C L A S S ?



**Autonomy**

S I G N S



**Diversity**

*You really get into the soul of a country when you are able to understand their own language and their own words in a very wide sense, to arrive to the deep meanings that sometimes are kept hidden beyond them. Icelandic educational system as a way of building their national identity and their democracy through their myths and their legends. The key of success seems to be paying attention to the sense of belonging to a community. A good thing to learn from them!*

# Student

S

Implement the **individual approach in teaching in a more positive and motivating learning environment**

**Emphasis on collaborative and autonomous work**

**Use real materials in class (photos, rocks, music... )**

**Implement Interdisciplinary projects, such as:**

- ❖ Literature+English+History: *lessons on Norse Tales and Sagas (...)*
- ❖ Geography+Geology: *lessons on volcanoes, glaciers, rocks, fjords (...)*

# Dissemination Teacher

S

**Prepare seminars about Iceland : their culture and education system**

**Implement in our school collaborative work among teachers in order to attend students with special needs.**

**Help creating a more relaxed atmosphere at school**

(...)

# Community

**Posting materials about the experience**

**Writing an article about Iceland**

**Photo Exhibitions**

**Improve the collaboration between the school and families  
(...)**

*„The mind that opens to a new idea, Never comes back to its original size.“*  
Albert Einstein

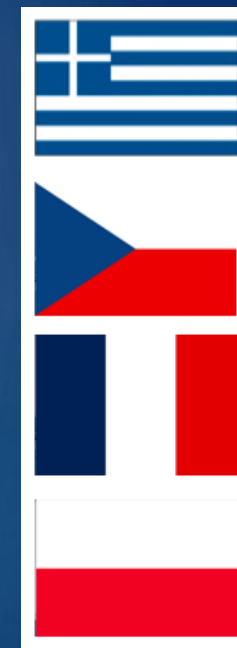


# Some Examples

# Learning about schools and education system

Erasmus+

Greece  
Czech Republic  
France  
Poland



Alexandra  
Anne-Laure  
Izabela

Jérôme  
Radka  
Sylvie  
Yanis

Geography

OPPORTUNITY

PL

ICELAND

PROJECT

N

BFAB

Open-minded

Availability

AUTONOMY

Multiculturalism

Project

Most representative pictures of our

# Cosy like Home



# Dissemination of teaching & learning

*To share about Iceland (culture, history, way of living) in class*

## TO SETTLE A SPECIFIC PLACE WITH OPPOTUNITIES TO GO ABROAD

To give much more autonomy to the students during free time (> to give them more confidence)

To create a special language room with diferents spaces of working and relaxing

To create a website in order to share the experimentation in class and through the mobility

To emphasize on the hability and capacity of our students



# Some Examples



**Skarðshlíðarskóli**

Samvinna - Vinátta - Þrautseigja



**MELASKÓLI**

Vellíðan - Samvinna - Metnaður - Sköpunargleði



VS.

### COOPERATION - FRIENDSHIP - RESILIENCE

- progressive orientation
- no homework
- the Daily mile
- WC - rainbow facility for "everyone"
- tablets
- children participate in many school decisions and choose activities/breaks on their own

### COOPERATION - AMBITION - WELL-BEING - CREATIVITY

- traditional orientation
- homework
- reading and writing
- dividing the class for P. E. girls/boys
- tablets and notebooks
- teacher is in full control
- positive and good teachers - more than equipment

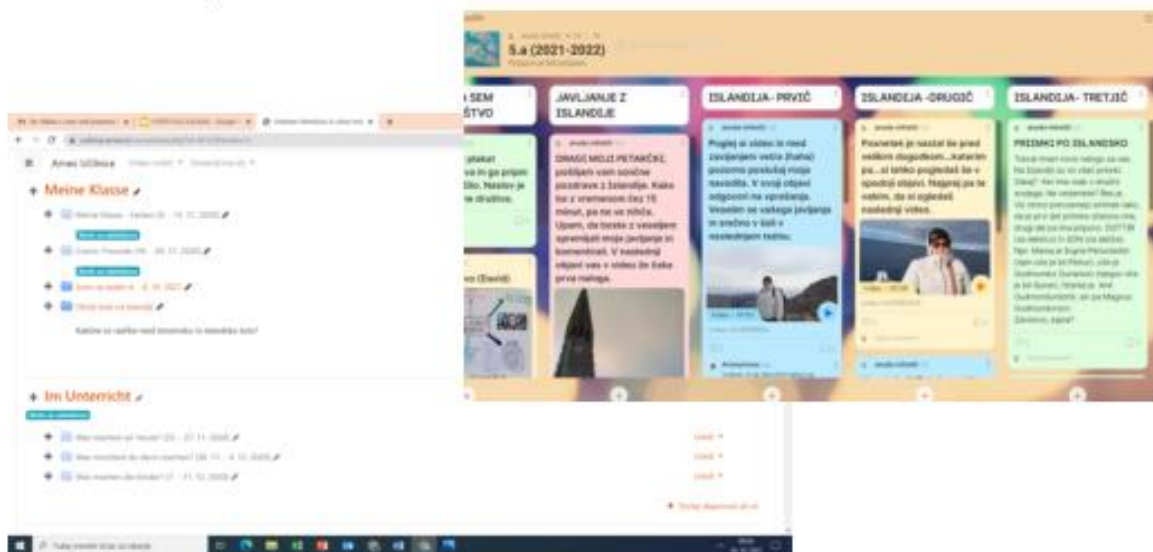
**Common things:** Positive phone calls and regular meetings with parents  
Spacious classrooms  
Focus on the practical skills (very good equipment, two teachers per class)  
Posters with rules, for positive self-image and problem solving  
Diverse teaching methods  
Focus on democracy  
Happiness and well-being  
Children with (specific) needs - support & help



No one ever made a difference by being like everyone else



- Tools for pupil - teacher dissemination working in class or in times of homeschooling with daily tasks (Padlet, Teams, Moodle, Viber...)
- One of the tasks "<https://we.tl/t-JSN6wW7qs2>"
- "Cultural box" of Iceland
- New games we saw in schools
- Literature lesson (troll fairy tales)
- History + English + German language lessons about Norse gods and Vikings
- Geography lessons about volcanoes, glaciers, fjords, cliffs
- Discussion about pro and cons: modern vs. traditional school
- Discussion about language, letters, pronunciation and giving family names



# Presentation of Learning



# 2-experience



Give my teachers autonomy and **freedom** to independently teach the children.

Base the **relationship** on trust not control.

Ask for **feedback** from teachers to ensure their well-being and  
consequently **well-being** of their pupils.

LUDMILA [*principal*]

Actions aiming teachers: delivering an informative session about the educational system in Finland. It might inspire teachers to be even more **daring** and **creative**!

Actions designed for students: celebrating Europe Day (improving the knowledge of the EU, including Finland); learning more often through the "Contexts4Content" approach, which will increase

**motivation, social skills, critical thinking** and **autonomy**.

ISABEL [*English teacher*]

**Open** classes and open schools! It means students who can look at **details** of what is around them and search for more information in **real life** to complete their learning experience.

MARIA [*technology teacher*]

The motivation of a student is **self-induced** by the creation of an **ideal working** condition, such as to allow him to learn in a **better learning atmosphere**

SIMONE [*italian language, literature and History teacher*]



# Presentation of Learning

# THE SWEDISH EDUCATION SYSTEM

## INDEPENDENT or PUBLIC

- Free of charge and financed by the municipality
- Families don't have to pay for anything related with education: didactic material, school meals, health care, transport.

## LEARNING APPROACH

- Outdoor activities
- Handcraft
- Laboratory activities
- Time for individual relax
- Attention to each student's
- Behaviour

## FUNDAMENTALS

- Openness and team work
- Well being for teachers and students
- Collaboration and cooperation
- Adapting and including

# IMAGES OF SWEDISH SOCIETY



# DISSEMINATION

Geography project  
about Sweden

Society and Culture

History and  
Civilization

Outdoor Learning

Sport Activities

Healthy Learning in  
Nature

## Task 1

# Reflecting on Learning

Individual Task



## Task 2

# Presentation of Learning

Group task



# Pakka þér fyrir Thank you!



[www.englishmatters.org](http://www.englishmatters.org)



[english@englishmatters.eu](mailto:english@englishmatters.eu)



[www.facebook.com/englishmatters.org](https://www.facebook.com/englishmatters.org)



[@english.matters](https://www.instagram.com/english.matters)



[@EnglishMattersE](https://twitter.com/EnglishMattersE)