PLAN TO MODERNIZE AND INTERNATIONALIZE

THE HIGH SCHOOL

IES San Clemente

Santiago de Compostela

Galicia – Spain

Index

1.- Introduction

IES San Clemente is a public high school that has been dedicated to professional training education since 1953.

The school currently teaches technicians at levels 3 and 5 in the professional realm of Information Technology and Communications: Technician in Microcomputer Systems and Networks, Higher Technician in Computer Network Systems Management, Higher Technician in Multi-platform Applications Development and Higher Technician in Development of Web Applications, with the options of in-face classes (either in the mornings or in the afternoons) or distance classes. Additionally, the school provides secondary education for adults: ESA and Bacharelato in telematics in the areas of Sciences, Humanities, and Social Sciences.

In the current school year, we have 71 teachers and 11 non-teaching staff members. Of the professional training courses we have 375 students attending class in person as well as 654 students in distance-learning courses—to a total of 1029 students in all. There are 1224 students in Bacharelato and 615 in ESA. All in all there is a grand total of 2,868 students studying at IES San Clemente.

The school has experience participating in various European programs, such as the following:

- Erasmus Mobilities since 2009. Students from advanced courses have completed the curricular internship (FCT) abroad, in Ireland and Germany.

- Leonardo da Vinci Mobilities since 2012. Students from intermediate courses have completed the FCT in Portugal.

- Eramus+ Mobilities since 2014.

  - Students from intermediate and advanced courses complete the FCT and extracurricular internships in Portugal, Ireland, the United Kingdom, Czechia, Germany, and Malta (current destinations).

  - Mobilities to study abroad in Portugal are available for students in intermediate courses.

  - Job shadowing opportunities are available for teachers in Ireland and Portugal.

- Intermediate partner in the Leonardo da Vinci and Erasmus+ mobilities for German and Portuguese associates.

- eTwinning projects since 2009. The school has been honored with 12 European quality labels, a national Spanish award and two international awards.

The school also has:

- Bilingual subjects in English and Portuguese since the 2008/2009 school year.

- Multilingual classes in Portuguese in the level 3 course Technician in Microcomputer Systems and Networks since the 2018/2019 school year.

- Multilingual classes in English in the level 5 course Higher Technician in Multi-platform Applications Development since the 2019/2020 school year.

Below we detail the current plan to contextualize and coordinate the different steps to establish a formal strategy that contributes to the plan to modernize and internationalize the European Union:

- Improve the quality and importance of higher education and professional training in the European Union and reinforce it through movement and cooperation between countries.

- Provide more opportunities for students in higher education, professional training, internships, and apprenticeships to do internships abroad to improve their employability and better their work prospects, transitioning them from the world of study to the international job market.

- Provide more professional development opportunities for teachers and non-academic staff to improve their skills, modernize the institution's capacities, and spread awareness of its practices, policies and and systems.

- Improve the management and finances of the institution.

2.- Multilingualism

2.1.- Galician language

In IES San Clemente, courses and material are taught in Galician and Spanish, as mandated by current legislation. For courses that the legislation doesn't specify the language to be used, the school will use a balance of both Galician and Spanish that ensures the students obtain proficiency in both of the official languages.

The Team for Revitalizing the Galician Language (EDLG) in IES San Clemente has been in effect since the creation of linguistic normalization teams, with the implementation of projects and activities that include language stimulation and the development of Galician culture as the main driver of the initiative.

The EDLG at IES San Clemente has several years of experience completing multiple activities throughout the school year. Some of them are repeated successfully each year. Of note is the literary contest, which is in its 25th iteration.

The school also participates in activities to promote Galician culture at a Europe-wide level using the eTwinning platform, with, for example, the Christmas Card Exchange and Galician Literature projects.

2.2.- Multilingual Courses (Estrela PluriFP) and Bilingual Sections

The objectives of the multilingual courses bilingual subjects are:

- To promote foreign-language learning, responding to the needs of each student and keeping in mind the importance of knowing different languages to improve their personal and professional development.

- To promote interest in and respect for other cultures.

- To motivate students to use other languages in information technology subjects, with the goal of developing and achieving better competency.

- To help with language prep to complete the FCT abroad in the framework of the Erasmus+ program.

- To acquire technical vocabulary related to the students' future professional careers, which helps incorporate them into the labor force in other countries.

The school encourages:

- The creation and maintenance of bilingual sections.

- Teamwork amongst the members of the bilingual sections.

- The execution of related activities with the bilingual sections.

- Participation in eTwinning projects to practice the foreign language.

- Mobility for the students in the bilingual sections so they can complete the FCT in countries in the European Union.

- The studying of and getting a certification in a foreign language, both for the student and the teacher.

2.2.1.- Multilingual Courses (Estrela PluriFP)

The students of the multilingual courses will receive training with the following characteristics:

- At least one course in a foreign language, given by a specialized teacher with a B2 level or higher in the reference common European framework for the language or languages of the program.

- Students receive a formative extracurricular activity in their corresponding foreign language,

with a weekly course load of two classes a week.

- They receive complementary classes organized by the school, such as workshops, talks, projects, and collaborative activities integrated with eTwinning.

- They have examinations to evaluate their level and progress in the foreign language as well as to certify external official tests, all with the economic support of the Consellería de Educación, Universidade e Formación Profesional.

The leadership of the school will name a person to be the coordinator of the multilingual courses in each foreign language for the period of one academic year, and they will have the following duties:

- To make and program the complementary training activities with the collaboration of the teachers of the non-linguistic modules in the foreign language in the multilingual courses or in the linguistic courses of the vocational training.

- To write a final report at the end of the academic year.

- To manage the following tasks and the coordination with the faculty as described in the first bullet point as well as to write the minutes at the meetings and write up the agreements established.

- To coordinate with the person responsible on the staff in regards to the linguistic focus of the school.

- Identify the permanent training needs and communicate them to the formative structure, through the centre's leadership.

- Lead and guide the work of the support staff for the learning of the language in the multilingual vocational training courses.

- To promote the collaboration between the institutions that are part of the network of schools with vocational training courses and with people and other institutions that could offer their collaboration.

- To make examinations with the collaboration of the CLIL teachers and language assistants and to organize the official language exams.

2.2.2.- Bilingual Sections

The bilingual sections are currently taught in both official languages of Galicia and in the following foreign languages:

- Portuguese, being a closely-related language from both a linguistic and geographic point of view, favors rapid acquisition for the students. This language is spoken in Portugal (neighbor country, where educational visits, FCT, etc., can be organized easily), in Brazil and in Angola (countries with a growing market, with big opportunities for the Galician ICT sector).

- English, because it's the current lingua franca to communicate in any environment, both academically and/or in the professional world, especially in the realm of information technology, which is almost exclusively in English. Knowing English facilitates mobility in countries with a strong presence in the information technology industry, such as Ireland or the United Kingdom.

The students of the bilingual sections will receive a weekly class to reinforce the foreign language apart from their normal class schedule, given by specialized foreign language teachers when the resources of the school allow.

The bilingual sections have teachers who function as coordinators, whose main duties include:

- To coordinate activities for the team of teachers who form the bilingual subjects, provide support to the teachers in non-linguistic areas, and to monitor the development of the program throughout the year.

- To participate in the preparation of specific teaching materials together with the team of teachers.

- To organize and coordinate complementary activities that contribute to the wider understanding of the foreign language.

- To orient and advise the language assistant.

- To organize, lead, and take notes in meetings to develop the subject.

2.2.3.- Language and Cultural Assistants

The presence of cultural and language assistants in the school is an essential element to facilitate the teaching and learning process of foreign languages. A native speaker coming from their origin country to our school supports the work of the other teachers and allows for the teaching of the language at the native level.

At IES San clemente we take advantage of the support of two different cultural and language assistants—one in Portuguese and the other in English.

Their main duties are as follows:

- To make possible the practice of oral conversation in a foreign language as a part of the student's studies.

- To make the students and the teachers aware of the culture of the country where the foreign language is spoken, through the presentation of various subjects or through activities and speaking games.

- To aid in phonetically and gramattically correcting the students in the corresponding foreign language.

- To collaborate with the school staff in making didactic materials in the corresponding

foreign language.

- To collaborate with the activities and international projects that the school participates in.

- To support the students with the information and audiovisual aid necessary to improve the students' speaking skills.

- To do whatever other activity necessary related to the foreign language as requested by the Conselleria de Educacion.

- To participate in meetings to coordinate with other teachers.

- To organize activities related to their native country's culture and encouraging the participation of the student and educative body in these activities.

- To participate in all of the school's activities regardless of their topic with the end that it will bring the language assistant closer to the Galician culture.

2.2.4.- Foreign Language Exams

The school encourages their students to get official certifications in foreign languages.

The students who take foreign language classes (in English or Portuguese) are informed as to what is their level in their foreign language course.

The purpose of this is to give them the opportunity to take a mock certification level exam at the level they are recommended.

This will indicate to them the foreign language level (CEFRL—the Common European Framework of Reference for Languages) which they should prepare for to get their actual certificate.

3.- eTwinning and Erasmus+ KA2 Projects

Erasmus+ contributes to the strategies of the European Commission which drives the growth, the employment opportunities, social justice and inclusion, and the goals of the strategic framework for the cooperation of Europe as a whole in both education and training.

The high school fosters participation in different activities in the Erasmus+ program, including those related to eTwinning.

3.1.- KA2

The Key Action 2 of Erasmus+ allows the creation of strategic partnerships that promote innovation in education, training and youth, especially in initiatives that encourage cooperation, the act of learning among equals and the exchange of good practices.

3.2.- eTwinning

eTwinning is an online platform in reference to KA2 and it appears in the criteria of evaluation for candidates in this action. It is also possible to participate in projects in the eTwinning community without participating in an active KA2 project.

The school's main objective regarding the eTwinning program is to support the development of content, services, pedagogies, and the implementation of innovative and ICT-based learning in order to create a sense of belonging to the European Union.

Additionally, the eTwinning platform supports other actions, for example:

- The bilingual subjects: creating projects that allow students to interact with students from other countries by using the foreign language of each bilingual section.

- Job training/internship abroad (FCT): using TwinSpace to manage mobility and register tutorials.

- Revitalization of the Galician language: using the language in all projects undertaken on a Europe-wide level.

The school promotes teacher participation in eTwinning projects:

- Projects related to the subject they teach (with the opportunity to implement the project-based learning methodology). In this case the focus is on the results of what the students learn that are related to the subject or material.

- Projects related to the bilingual subjects. In this case the goal is competency in the foreign language.

- Projects related to KA1 mobilities, using eTwinning projects to carry out the management of these tutorials.

4.- Job training abroad: Erasmus+ KA103 and KA116

The center promotes participation in the Erasmus+ KA116 (for intermediate courses) and KA103 (for advanced courses) programs, which are considered continuations of the bilingual sections, using eTwinning as a means of support.

The general objectives of job training abroad (FCT internships or extracurricular training) within Erasmus+ KA1 are:

- To qualitatively improve and quantitatively increase mobility within Europe for people in vocational training schools.

- To qualitatively improve and quantitatively enhance cooperation between institutions and organizations that provide learning opportunities, businesses, work associates, and other

relevant organizations throughout Europe.

Concrete objectives:

- To improve competency in foreign languages.

- To have more opportunities to find employment, whether it be in Spain or abroad

- To support innovation, coorporation and reform

- To acquire a sense of belonging to the European Union.

- To increase the attractiveness of the vocational training courses taught at the school.

The student can enjoy the grant Erasmus+ to do their internship abroad in three modes, that are indicated in order of preference of their assignment:

- Curricular internships corresponding to their vocational training school.

- Extracurricular internships, mainly during summer.

- Internships for recent graduates, that can be done during the first year after they've finished their studies.

The students of the intermediate courses can also take advantage of an Erasmus+ grant for their studies.

4.1.- Number of mobilities

In the Erasmus+ programs of 2018 the following mobilities were made:

- The KA116 Program: 27 mobilities, 1 by a teacher and 26 by students: 5 studying, 3 internships for recent graduates, 12 extracurricular internships, and 6 from the vocational training school (curricular).

- The KA103 Program: 17 mobilities, 1 by a teacher and 16 by students: 3 recent graduates, 5 extracurricular internships and 8 from the vocational training school.

The number of mobilities that will be applied for by new Erasmus+ KA116 and KA103 will vary depending on the demand.

4.2.- Selection of Participants

4.2.1.- Deadline of Grant Requests

- During October, for the students of second ordinary regime who will do the training in job

centres during the current academic year, from April to June.

- During October, for the teachers who are interesed in doing a Job Shadowing

- During January, for the students of the first year who are interested in doing internships in summertime.

- During January, for the students of the afternoon classes and distance learning, who will do the training in job centers from October to December.

- If there is any vacant grant, it can be applied for at any time.

4.2.2.- Assignment of Grants

The grants will be assigned in November to the applications from October, in accordance with the criteria to be described later.

The grants made during January will be assigned in February, in accordance with the criteria to be described later.

In case there are grants available after the official deadlines, they can be applied for and assigned at any moment.

4.2.3.- Criteria for the Selection of Students

In the case that the students enrolled are offered complementary classes in a foreign language, it will be obligatory to attend them to take advantage of the Erasmus+ grant, even if the language offered doesn't coincide with the language of the country of destination of the mobility. It won't be obligatory to attend these classes if the student has a certification of a B2 or higher in a foreign language (or a B1 in the case of Portuguese).

Priority for the assignment of Erasmus+ grants:

1. Students who do a vocational training course (FCT).
2. Extracurricular internships.
3. Internships of recent graduates.

If there are various applications for the same type of mobility, the priority will go to those who have not previously taken advantage of this type of Erasmus+ mobility.

It's possible that after applying the previous criteria, it's still necessary to make a selection. In this case, there will be assigned a maximum mark of 10 to every participant based on the following:

1. Their academic record: 4 points
2. Knowledge of the language: 2 points
3. Attendance of preparation activities: 2 points

4. Appraisal by the school (the student's attitude, motivation level, expectation,s teamwork skills): 2 points

4.3.- Exceptions

Students with bad attitude or who express disagreement with the school's philosophy of internationalization cannot complete internships abroad. This decision is made by the teaching staff on the evaluation board.

4.4.- Language preparation

4.4.1.- Stays in Portugal

The SMR and ASIR studies in the morning classes use Portuguese as their principal language.

We encourage the students in these and other training courses to attend Portuguese classes outside of their normal schedule. The school does what it can to make this attendance of classes possible. This allows for specific training for the participants in small groups and can involve simulating real-life situations which will likely happen in the place where the study. This could include, for example, a job interview.

In some cases it's possible that in their destination there might be cultural classes or activities, but this depends on many factors—including the budget, the availability of other partners, etc.

4.4.2.- Stays in other countries

In order to do the mobilities in other European countries, mainly Ireland and the United Kingdom, it's important to recognize the English language.

The students of Bacharelato or from high school who are currently students have a known acceptable level in this language.

In the DAM and DAW courses in the morning classes there are weekly English classes given outside of their normal course schedule.

All of the students of the training cycles at IES San Clemente who are interested have an opportunity to attend classes in English and also French.

4.5.- Tutoring of the Students

During the student's time abroad, the professor coordinating the mobility, tutors both at the sending institution and the host company, and intermediaries continuously monitor the student.

A meeting between the tutors (in collaboration with the team working on the European projects) and the participants is carried out every two or three weeks. A file is kept in TwinSpace, recording the student's progress and any relevant information about their stay.

Students periodically publish articles on the blog and a monthly summary of the tasks they complete at the company, on TwinSpace.

The professors of the interns at the companies publish a report of their meetings with both the students and the relevant individuals at the companies in TwinSpace.

Means of communication: email, video conferences, telephone, TwinSpace and blog.

4.6.- Mobilities of Personnel

The school favors the mobilities of teachers within the framework of Erasmus+ in the shape of internships or job shadowing programs abroad in a business or an academic institute.

Some advantages of doing these mobilities are:

- To reinforce the collaboration with academic institutes and businesses in other countries.

- To update the technical knowledge of the subjects taught.

- To learn other ways of teaching and learning in other academic institutions.

- To bring the academic institution closer to the economic sector, adapting what is taught to focus on the requirements of the labor market.

- To foster a sense of being a citizen of Europe.

The school provides a flexible schedule, administrative and academic advice, help in studying languages, etc. so that the participants can fully take advantage of their mobility.

4.7.- Promoting the results

In October and January all the students of the institute will be informed about the benefits of the Erasmus+ program and the procedures to follow to participate in it.

In October there will be an informative chat with students who have participated in this

program in previous years.

Materials related to this program are found on IES San Clemente's website.

Material about the experiences of the participants can be found on the blog AtlânticoVET.

The social networks of IES San Clemente can be found here: Twitter, Facebook and Instagram.

Other information related to activities and regarding the internationalization of the school is published on journals.

5.- Recognition of Skills

One goal of the current plan is to improve the transparency and recognition of qualifications and skills, including those acquired through formal and informal learning.

The students who studied in bilingual or multilingual sections, as well as the students who participated in the Erasmus+ program, will receive when they finish their studies the following additional documentation.

5.1.- Specific Certificate

An expedited certificate through the institute which includes:

- Participation in the Erasmus+ program.

- Participation in the European project eTwinning.

- Finished foreign language courses.

5.2.- Supplementary Europass Certificate

Supplementary Certificate to the official certificate, following the standard Europass format which consists of:

- Academic certification in Spanish and English, which states the number of hours and the qualification of all of the subjects taught.

- Classes taken in a foreign language.

- Foreign internships via Erasmus+.

5.3.- Europass Mobility Certification

Students will receive this if they particpate in the Erasmus+ program.

5.4.- Europass Documents

Promotes the use of Europass documents:

- Curriculum Vitae: for all students.

- Europass Language Passport: for all students.

- Europass mobility document: for students and teachers participating in Erasmus+, certified by the sending school and the host company.

- Europass degree supplement: for all students..

- Supplemental Europass degree annex: for those who complete FCT abroad and for any other students who request it.

6.- Collaboration with other European schools

The next editions of this project, in addition to helping to improve the language skills and techniques of the students and teachers, will allow the creation of bonds between the associated organizations which favor the mobility of the professional training students and will improve their lives post-studies. It will also help out the academic institution.

Thanks to the association with the INETE school in Lisbon, we send and receive students in mobilities for internships in companies (one school is intermediate of the other). We also do job shadowing in both of schools, strengthening our relationship to continue and improve the common European projects of eTwinning, student training opportunities, and internships. By knowing both educational systems of both countries, we also learn the characteristics of both curriculums and the system of credits ECVET.

In the same line, we have various partners in other locations and we attempt to widen our network through the eTwinning platform:

- KBS in Nordhorn, Germany.

- ETAP in Viana do Castelo, Portugal.

- AE Carlos Amarante of Braga, Portugal.

- ICT Piemonte in Turín, Italy.

- Lycée Louis Blériot in Trappes, France.

- Tile Cross Academy, Birmingham, The UK

- Colaiste Dhulaigh College of Further Education in Dublín, Ireland

The present plan promotes the collaboration between IES San Clemente and other European educational centers.

- The school offers itself as an intermediary partner for mobility projects, to organize internships for students abroad, look for businesses, define adequate training work-plans, immersive culture and language courses, etc. For this, it will name one person who is responsible for the management of these tasks, as well as the supervision and monitoring the mobilities.

- The school offers itself as a partner receive students from other countries to attend their studies or do their internships here at IES San Clemente. For this, they will name a person responsible for the management of this task, as well as for aiding, supporting and helping the entering student with their linguistic studies.

- The school offers itself as a partner for other Erasmus+ projects and for eTwinning.

It is also important to note the special importance and transfer of knowledge and the innovation between the participating educational centers and the use of TIC for creating the projects.

IES San Clemente promises to recognize the participation in the projects through certifications and to collaborate in highlighting the results of this project on our website, in the local press, on other websites, and through letters to other organizations.

7.- Inclusion and Diversity

There are many different types of diversity. Many people believe that diversity is a concept that merely involves such as ethnic, religious, cultural and linguistic differences between people. True diversity, however, goes beyond those differences. Diversity can also refer to people with different (dis)abilities, educational levels, social contexts, economic situations, levels of health, place of origin, etc.

IES San Clemente, being a public school that is free and which offers long distance training to students of all levels and backgrounds, favors the enrollment of every type of student, regardless of their socio-economic status and personal circumstances (whether they have dependents, are currently working, are individuals with disabilities, etc.).

The school's policies support the integration and inclusion of all types of persons and provides equal opportunities of all.

8.- Equality, Non-descrimination, and the freedom of gender identity

The educational center IES San Clemente believes in equality, in non-discrimination, and the right of every person to have the freedom of their own gender identity.

It believes in inclusion and respects diversity. It supports the elimination of all forms of prejudice, putting a special focus on gender equality.

Equality and inclusion are principles reiterated in the organized actions and the curriculum of the school.

The defense of equal opportunities and equality go towards creating a work environment where prejudice between men and women has no place.

9.- Updates to the plan

Future updates to the Plan for the Modernization and Internationalization of the School will be published at www.iessanclemente.net/programas-europeos.

If there are any discrepancies between the information in this document (in Galician version) and the information published on the school's website, the latter shall prevail.

Santiago de Compostela, April 06, 2020

The following group of professors will sign this document on behalf of the teacher staff:

Carmen Viñas Álvarez   Director of the school

Emiliano Gómez Vázquez   Department of Information Technology

Raquel Rodríguez Blanco   Head of the English Department

Lourenzo Álvarez Ruiz   Head of the Galician Language and Literature Department

Emilia Lamelas Fariña   Head of the Guidance Department

Javier Porto Bouzas   Coordinator of FCT

Marcos Vence Ruibal   Coordinator of the European Projects KA116 e EDLG

Eva Pereira Loira   Coordinator of European Project KA103