


SØKNAD OM UTANLANDSREISE FOR TILSETTE VED FUSA VIDAREGÅANDE SKULE

NB! Ver merksam på at alle postar i søknadsskjemaet må vere utfylte for at søknaden skal verta handsama. Søknadar som ikkje er fullstendig utfylte vil bli returnert til skulen for vidare handsaming

1. Skole / institusjon:	FUSA VIDAREGÅANDE SKULE		
2. Kven / kva gruppe gjeld søknaden? (Gje opp tal på personar som vert omfatta av reisa)	Rektor		
	Skolen si leiing		1
	Pedagogisk tilsette		6
	Andre tilsette		
	Elevar		
3. Namn på reiseleiar:	Elisabeth Håland Berglund		
4. Namn på deltakarar	Ingvar Nistad, Joy Kvamme, Trond Elis Erdal, Espen Rognsvåg og Alison Johnsen Rød og 1 frå leiinga		
5. Kva slags utanlandsreise gjeld søknaden? (T.d. studiereise, ev som del av eit delvis EU-finansiert program, elevtur, elevutveksling, lærarutveksling, møte, undervisningsoppdrag o.s.b.)	Erasmus+ Mobilitet prosjekt LT----0321 Studiereise, besøk på institusjonar og skular for å bygga tverrfagleg metode.		
6. Kva er planlagd reisetidsrom?	Søndag 27.november til 4. desember 2016 (8dg er krav frå Erasmus+ for ei veker mobilitet)		
7. Kor skal ein reisa? Dersom reisa er ei rundreise, legg ved reiserute med beskriving av kva ein skal gjere kor.	Land	England	Stad: London
8. Kva er det faglege temaet (i læreplanen) for reisa?	Utvikla metode for tverrfagleg arbeid i faga KDA/fellesfag. («FYR i KDA»! og å bruka vår felles internasjonale arv som utgangspunkt for tverrfageleg arbeid.		
9. Gje ei fagleg grunngjeving for reisa.	Skulen har fått Erasmus+ midlar til sk. «Mobilitet for Staff» innom studieførebuande og fellesfag; der føremålet er å arbeida fram metode for tverrfagleg arbeid i faga KDA/fellesfag. Eit anna siktemål er å læra å nytta London som tverrfagleg ekskursjonsmål for elevar på KDA. Me har tidlegare reist mykje til Roma, men grunna omlegging til KDA, kan London vera vel så aktuelt. Sitat frå søknaden: « <i>There are various ways of professionalizing the curriculum and the learning processes. By including cultural, technical and historical institutions in London for an excursion first for the staff and then later for the pupils, our common British / Anglo background can hopefully be easier understood and appreciated.....</i> »		
10. Kven / kva utanfor skolen/ institusjonen fungerer som fagleg garantist for innhaldet i reisa? (T.d. kurs-/møteheldar, institusjon, universitet og liknande)	Dette prosjektet er finansiert gjennom ErasmusPlus programmet, og i søknaden oppgav me ein skule i vest-London som Fusa-kollegiet besøkte i 2014: <i>Ealing, Hammersmith and West London College</i> . Denne skulen har diverre ikkje Art/design lenger, så me arbeider no med ny kontakt vs .ein annan skule: <i>City of Westminster College</i> : http://www.cwc.ac.uk/ I tillegg har me kontakt med pedagogiske / didaktiske miljø ved store og viktige institusjonar som British Museum, National Gallery, Tate Modern og den profesjonelle studieturorganisatoren NST - http://www.nstgroup.co.uk/		



11. Dersom reisa har innverknad på arbeidsdagen til andre enn den / dei som reiser, korleis arbeider desse i den/ dei reisande sitt fråver?	Denne aktuelle veka (48) er alle yrkesfagklassene ute i prosjekt til fordjuping, så vikarbehovet er mindre for fellesfaga. KDA-/StFo-klassane vil dels få vikarar og dels arbeida med egne prosjekt under tilsyn		
12. Kostnader / budsjett	Vikarutgifter kr 1000*15t* ca		
Kostutlegg o.a. helg Døgn kr 250*2dg*3helger *3 elevar	Reise: Flybill t/r ` 1.800 * 7	Kr	12.600,-
	t/r flyplass 185 * 7	Kr	1.300,-
	Opphaldsutg Losji 750*7*7	Kr	36.500,-
	Kost 500*7*7		24.500,-
	Andre utgifter (spesifiser)		
	LondonPass 6dg reise+inng 1430*7	Kr	10.100,-
	Guide/ workshops	Kr	5.000,-
		Kr	
	Til saman	Kr	105.000,-
13. Ved turar der elevar deltek, kor mykje kostar turen for kvar elev?	Det er ikkje krav om anna eigendel frå kvar elev, enn vanlege lomme pengar.		
14. Korleis vert reisa finansiert?	Skolen sitt budsjett (vikarutg.)		
	Kr	15.000,-	
	Skolen sitt fond:	Kr	0,-
	ErasmusPluss	Kr	90.000,-
	Den/ dei reisande	Kr	0,-
	Stipend:	Kr	0,-
	Opplæringsavdelinga:	Kr	0,-
	Andre midlar	Kr	0,-
	Til saman	Kr	105.000,-
15. Eventuelle andre opplysningar:	Detaljert program vil bli ettersendt når meir formelle detaljar er på plass		
16. Dato:	Eikelandsosen, 07.10.2016		
17. Underskrift	 Rektor		

Vedlegg.

Vedl 1 Programskisse pr dato

Vedl 2 Utdrag frå søknaden til Erasmus+



Vedl 2

PROGRAMSKISSE FOR LONODON -

cross curriculum / common heritage

Dag/dato	Aktivitet	Ansvarleg
Søndag 27.11	Reise Bergen-London	Reiseleiar
Måndag 28.11	London oversikt How maths makes London work!	NST + Greenwich Espen / Trond
Tysdag 29.11	KDA-tema Kunst/kulturhistorie	British museum Ingvar / Elisabeth
Onsdag 30.11	KDA-tema Monument/visuelt	Tate Modern Joy / Alison
Torsdag 01.12	KDA-tema Arkitektur	St.Pauls Trond / Ingvar
Fredag 02.12	Individ. dag m/ faglege mål; ..geografi / fysikk / historie/ eng.litt/ KDA	Faggruppene har kontakt med ulike institusjonar / mål
Laurdag 03.12	Galleri + oppsummerande møte Plan for tverrfagleg prosjekt på FUV	Gruppa v/ FYR-koordinator Alison
Søndag 04.12	Returreise London- Bergen	Reiseleiar

Vedl 2

Utdrag frå Fusa vgs Erasmus+ Staff Mobility søknad pr.mars 2014

E. Description of the Project

Please outline the organisation's plans for European mobility and cooperation activities, and explain how these activities will contribute to meeting the identified needs.

There are various ways of professionalizing the curriculum and the learning processes. By including cultural, technical and historical institutions in London for an excursion first for the staff and then later for the pupils, our common British / Anglo background can hopefully be easier understood and appreciated. For example, for science teachers it would be relevant to visit the Science Museum, Natural History Museum, the Royal Observatory in Greenwich etc. Teachers of Norwegian and teachers in scenography and costume, visits to the theatres and other performances would be an important input for their education. Teachers in design and architecture would have the possibility to show different buildings, like the ones designed by Norman Foster etc. For a history teacher, visits to the British Museum, Churchill War Rooms, Westminster Abbey, and Tower of London would offer pupils a considerable value for their understanding of British history.

There are many reasons for why an English teacher should go to London, some of them more obvious than others. Being in an English speaking country offers a more natural environment to practice the English language. Also, Britain is one of the main areas of the curriculum in the English subject, and London covers and gives a first hand insight into many of the themes that will be relevant; political, cultural and historical. Therefore, many of the sites that are mentioned for the history teacher would apply for an English teacher as well. In addition, literary sites such as the Sherlock Holmes Museum and Shakespeare's Globe Theatre would be worth visiting.

Improving our management and guiding procedures

For Fusa vgs it will also be interesting to go behind the scenes of some of our fellow schools in London. Even if the 2 schools we have in mind, is not yet signed a formal letter of intent, we have still plan to call upon them when travelling to London, as the staff of Fusa already have visited one of the schools (Ealing, Hammersmith and West London College). This school has over the years developed a very good support system for their pupils, to ensure that throughout their organization no one lets the pupil off! The other school; STAY academy is offering different packages of cultural programs which our teachers can attend and hopefully adapt to their own teaching.

Developing our own language competences

Teachers travelling to London will experience improvement and a development of their English language, but we plan to have some of the teachers not being language teachers to attend some courses, to make them more comfortable in using English during their stay and cross subject teaching.

Developing intercultural competence

There are different courses given in London on the themes mentioned, and so far we have studied. We also believe that just by meeting teachers and pupils from a big city like London in itself, will be a cultural encounter which will be advantageous to all of us.

Developing our teaching competence and methods

We want teams of teachers from different subjects to develop integrated program packages for cross subject teaching, by attending relevant courses and using the tutorial materials resource provided by museums, theatres and other institutions in London.

Please explain how your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?

In order for teachers to extend and develop their own competence in areas mentioned above, it would be relevant for them to see how British schools use these sites and institutions as part of their teaching. In addition, an important aspect will be to find relevant methods for using these sites and institutions when we go back to Norway.

Attained experience and competence by the staff directly involved in this program, will not be limited to this study programme. Many of these teachers also teach in other study programmes at our school. Therefore, both pupils and colleagues in other study programmes will have an advantage of this project.

Will your organisation use eTwinning in connection with your mobility project? If so, please describe how. The eTwinning website can be accessed through the following hyperlink: www.etwinning.net

F. Participants' Profile

Please describe the background and needs of the participants involved and how these participants have been or will be selected.

The participants will be mainly two groups; management and counselling staff and teachers of "Art, design – general subjects".

Naturally, given their different areas of expertise, these teachers will also have their own interests and needs when it comes to this project. Those teaching art and design are interested in learning how this kind of teaching takes place in British schools. Museums and galleries will therefore be relevant. Important areas of the Norwegian curriculum are "the cultural meeting", "classical drama" and "international perspectives", grammar, theatre and literature etc., and are natural interests for those who teach Norwegian. A major area of the history curriculum concerns how people think about history, and the historical method. Learning new ways of how to include this in the teaching of history, would in addition to visiting historic sites and museums, be extremely relevant for history teachers participating in this project. For the English teachers, experiencing how English grammar is taught at different levels in an English speaking country will be of great value, also.

F.1. Learning Outcomes

Which competences (i.e. knowledge, skills and attitudes/behaviours) are to be acquired/improved by participants in your project?

One of the main targets with this project is also to strengthen our general understanding of this study programme. We believe that teachers involved in the project will be better equipped to see this study programme as a whole, and in better shape to conduct cross-subject cooperative teaching in the future.