



Internasjonalt samarbeid Huseby ungdomsskole, Erasmus+/ International cooperation Huseby secondary school, Erasmus+ 2023-2025



Background	2
The school's focus areas in the coming years are:	3
The school's needs, context and plans/strategies	3
In summary for our school:	4
The schools strategic objectives	5
Activities	6
1. Teacher/staff mobility	6
2. Learner mobility	6
3. Other activities	6
Quality standard	6
Basic principles;	6
Good management of mobility management and providing quality and support to the participants	7
Sharing results and knowledge about the program.	7
Evaluation, impact and follow up	8



Background

Huseby secondary school is a secondary school with approx. 130 pupils at each level, age 12-16, a total of just above 400, and 45 employees. In addition to pedagogues, we also have other employees with different professional expertise, including socio-pedagogical personnel.

The school accepts students from three different elementary schools: Stabbursmoen elementary school, Romolslia elementary school and Huseby elementary school and AC Møller sign language center.

We are co-located with Huseby primary school and AC Møller sign language center and are a large school center with approx. 1100 pupils spread over ten year levels. In addition, we are also co-located with the municipal cultural school.

Our school is a multicultural society, where some of our students are multilingual and 15-20 languages are represented. This gives the school a diverse, colorful and exciting environment for development and learning.

Huseby secondary school is a reception school. This means that most minority speakers who come to the country and live in the southern part of Trondheim will start at Huseby secondary school, and have their first schooling in Norway with us. The new pupils receive intensive Norwegian training and gradually training in subjects. Most are offered bilingual subject teaching. Some also receive their first reading and writing training in their mother tongue and in Norwegian.

Huseby secondary school is a [MOT](#) school.

MOT is a youth and society building program. MOT strengthens youth's robustness, quality of life, mental health, awareness and courage. MOT prevents exclusion, bullying, violence, alcohol and drug abuse, crime and mental problems. What makes MOT unique is MOT's brand, the programmes, the enthusiasts and that youth use MOT in their own way.



The school's focus areas in the coming years are:

- reading as a basic skill - in all subjects
- the school as a neighborhood facility - a community center, to build good local environments with inclusion
- practical, varied and relevant - with a focus on the practical-aesthetic subjects
- physical learning environment - facilitates dissemination, deepening and collaboration - through variation in teaching and use of learning area
- common assessment practices - to promote learning.

The school's needs, context and plans/strategies

Over the past three years, Huseby secondary school has experienced a decline in pupils' reading skills. Reading is one of the basic skills our students must learn and master, and is a cornerstone for all people to acquire new knowledge throughout their lives.

For the past two years, the school has worked systematically to increase collective competence and experience in order to become better reading tutors for all students, in all subjects.

For all students, it is important to be stimulated to become skilled readers, so that one expands one's own horizons and understanding across countries, religions and different languages.

In order to acquire new knowledge and a greater understanding, it is important to be able to read, in one's own mother tongue, but also in other languages.

The school's work through Erasmus+ will help to strengthen our students' understanding and the importance of cooperation across different countries to contribute to inclusion and understanding of and for differences.

Our students will also get to know students from other countries and will be able to create networks across countries and languages. This will be important to be able to solve today's and future environmental challenges, both the sustainability goals of the UN, but also the importance of each individual's responsibility for this.



The school wants to strengthen the international cooperation between teachers and other staff, in order to strengthen the understanding of and the possibility of cooperation with other countries and cultures. The collaboration across different European countries and languages will also strengthen, develop and contribute to increased quality in education, locally and within other European countries.

The main focus for our employees and teacher is to find, develop and achieve best practice in the classroom:

- exchange ideas on diverse classroom activities
- new impulses concerning methodologies in teaching, especially in the reading area.
- internationalization - since we are a school with pupils from different countries, we want our students to gain knowledge about other countries, how school is for children their own age, and everyday life for children in other countries.
- other professional groups can attend courses, for example social pedagogues and other skilled workers.
- environmental sustainability and responsibility, through a focus on reuse and micro-cultivation of food for own use.
- education in democratic processes and engagement in democracy in Europe.

In summary for our school:

- our students must become better readers in all the school's subjects, so that they can acquire knowledge and competence through other languages and be able to collaborate across different countries to solve different global challenges locally, regionally, nationally and across countries and languages,
- our employees, educators, other professions and leaders must contribute to greater cooperation within the European countries, and contribute in their daily work to creating greater understanding, recognition and the importance of cooperation to support democracy, the development of professional networks and create understanding of the common European heritage. The school and its staff must promote and share best practice, use of new and innovative technology and teaching methods.



The main focus on our employees and teacher is to find, develop and achieve best practice in the classroom:

- exchange ideas on diverse classroom activities in the reading area especially,
- new impulses concerning methodologies in teaching, especially in the reading area,
- internationalization - since we are a school with pupils from different countries, we want our students to gain knowledge about other countries, how school is for children their own age, everyday life for children in other countries,
- other professional groups can attend courses, for example social pedagogues, other skilled workers,
- sustainability which is a main focus in European countries.

The schools strategic objectives

Strengthening the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe

Increasing the quality of teaching and learning in school education by:

- supporting professional development of teachers, school leaders and other school staff
- promoting the use of new technologies and innovative teaching methods
- improving language learning and language diversity in schools
- supporting the sharing and transfer of best practices in teaching and school development

Contributing to the creation of the European Education Area by:

- building capacity of schools to engage in cross-border exchanges and cooperation, and carry out high quality mobility projects
- making learning mobility a realistic possibility for any pupil in school education



- fostering recognition of learning outcomes of pupils and staff in mobility periods abroad

Activities

The school wants to organize learning mobility activities for learners, education staff and pupils in a wide range of activities in priority order.

1. Teacher/staff mobility

1. Job shadowing
2. Teaching assignments
3. Courses and training

2. Learner mobility

1. Group mobility of pupils
2. Short-term learning mobility of pupils
3. Long-term learning mobility of pupils

3. Other activities

1. invite experts
2. host teacher and educators training

Quality standard

Basic principles;

The school's overall goal for participating in Erasmus + is to develop, share and contribute locally, regionally and within the EU within the following theme:

- Inclusion and diversity,
- environmental sustainability and responsibility,
- digital education,



In addition, the school wants to be an active participant in the network of Erasmus+ organization by participating in various projects, and sharing experiences and knowledge from these, at school, in the local environment, in the municipality and collaboration partners within the EU and possibly others.

Good management of mobility management and providing quality and support to the participants

The school will free up an employee who will have primary responsibility for the project and for reporting to the management team on the status during the project.

This includes administration, pre- and post-work. The pre- and post-work will be the starting point for knowledge and experience sharing at the school, in the school's various networks and the school's meetings with parents, guardians and partners.

In addition to the one employee with the main responsibility, there will be a group of teachers who will also participate in the project itself and will also be responsible for pre- and post-work and the sharing of knowledge and experience.

They will be paid from the school's own salary funds, and time will be set aside for the individual and the group to be able to carry out their work related to the project.

Sharing results and knowledge about the program.

Huseby secondary school wants to share its experiences and results at different levels and with different partners in different networks.

There will be various meetings with parents every autumn in connection with the start of the school year, where the various themes within Erasmus + will be presented, last year's experiences and results and the upcoming year's tasks.

The school also wants the pupils' own council for co-determination - the "Student Council" - to be given the opportunity to present the same to parents, fellow pupils and pupils at other schools in the municipality.

The teachers are already members of various professional collaborations with other teachers within their subjects, who will be able to present the same results and our experiences in their professional forums.

For the school leaders, there are also various professional forums where the work with Erasmus+, experiences and results will be shared. Both experiences, but not least the results of the work, will be



important here. It is also a desire to be able to be a mentor and guide towards other schools that want to participate in Erasmus+ projects.

The school also participates in various external forums, courses and conferences, in these forums we also want to share our experiences that we have acquired through Erasmus+.

Evaluation, impact and follow up

How will we know that the project has achieved its objective?

- tools and methods
 - the national reading skills test, «Nasjonale prøver i lesing»,
<https://www.udir.no/eksamen-og-prover/prover/nasjonale-prover/mestringsbeskrivelser-og-hva-provene-maler/kva-maler-lesing/>
 - the national student survey, which describes learning, well-Being, motivasjon and several other indicators,
<https://www.udir.no/tall-og-forskning/brukerundersokelser/elevundersokelsen/>

How will the participation in the project contribute to the development of the organization?

- long term
- further implementation of the program or the results.
- new applications as a result of this project.

Trondheim, january 2023

Robert Flataas

Principle