

1st Primary School of Dionysos

(School Profile)

Our School is one of the oldest established schools (1937) in the area of Dionysos of Attica - Greece, in the northern suburbs of Athens (38.097167, 23.873066).

Our teaching staff consists of nineteen people, including educational specialties and our students are 145 attending the eight departments of the six- grade elementary school.

Our website is www.protodimotikodionysou.gr or www.protodhmotikodionysou.gr and our school unit email is mail@1dim-dionys.att.sch.gr

For the last three years (since 2018) our school has had a very rich and productive educational, social and environmental activity. Let us mention, quite epigrammatically:

School year 2017-18

Implementing successful and original actions within the framework of the International Environmental Education Network "Eco Schools" and being awarded the green flag, we continued our social and environmental activities by participating in a variety of programs.

We have also participated in the International School Award program. As part of this program, our School has provided evidence of international activity and the impact it has had on students. The objectives achieved were:

- Impact assessment
- International School Policy
- Seven (7) activities implemented in collaboration with schools in India.

(Foster Billabong High International School <http://fosterbillabong.net/> and

Markaz English Medium Senior Secondary School, <http://www.markazschool.com/>)

School year 2018-19

During that school year, the main goal of all of our School teachers was to maximize the creativity and innovation in the education we provide to our students. To achieve this goal, we have engaged in the British Council's International School Award program:

- Developing an international school policy
- Improving teaching with a direct impact on future learning
- Expanding our student horizons and, of course,
- Improving the school profile

Acquiring an International School Award which recognizes our commitment to integrate international awareness and understanding into the classroom, it becomes clear that our main concern is to answer contemporary educational questions, such as:

- How can a school implement a teaching system to meet the challenges ahead?
- How can a student learn by combining all the topics into one large project?
- How can teachers become more creative regarding their teaching methods by encouraging their students' positive and creative thinking

2018–21



INTERNATIONAL SCHOOL AWARD_{2018–21}

THIS IS TO CERTIFY THAT

1st Primary School of Dionysos

HAS BEEN ACCREDITED FOR

OUTSTANDING DEVELOPMENT OF

THE INTERNATIONAL DIMENSION

IN THE CURRICULUM

A handwritten signature in black ink that reads "Ciarán Devane".

Sir Ciarán Devane

Chief Executive, British Council



Concerning our School's overseas partnerships, educational action plans were jointly implemented with the Surmount International School of India, <http://www.surmountschools.edu.in> during the 2018-19 school year.

The educational actions implemented were the following:

First Grade: "India & Greece: Creating, Exchanging and Exploring our Cultural Alphabets"

Fourth Grade: "Ancient Greek Pottery"

Sixth Grad : "Climate Change, A Global Issue. We Can Stop It! "

All Grades of the school: "The numerous benefits of sports activities"

At the same time, our School continued the very good cooperation of the previous school year with the Bodosakeio Primary School of the Hellenic American Educational Foundation of Athens College by implementing a wide range of action plans.

School year 2019-20

During this school year, continuing our international partnerships, we have planned to implement joint action plans with National Chongcing Elementary School Taiwan (School website: www.wtps.tc.edu.tw/) on the topics "*Greek and Taiwanese traditional games*" and "*The food waste project*".

We have also planned to collaborate with the Bodosakeio Primary School of the Hellenic American Educational Foundation of Athens College, for the third consecutive year and implement actions on the following topics:

- 'Endangered Sea Animals' , 1st Grade
- "Adventures ... in the woods, 2nd Grade
- "Climate Change is here! Act! ", 4th Grade
- "Dates Landmarks of Byzantine History" , 5th Grade
- "Traditional games", 3rd , 5th and 6th Grades

School year 2020-21

During the current school year our school has been engaged in cooperation with two international schools abroad; The Heritage International School of Moldova (<https://heritage.md>) and the National Chongcing Elementary School in Taiwan (www.cges.tc.edu.tw). More specifically, we have scheduled and started to implement common projects related to environment, history, folk tradition, culture, sports and adolescents' visiting a foreign country.

Our belief is that teachers collaborating with colleagues are able to increase their effectiveness and willingness to adopt new innovative ideas and perspectives. Furthermore, they enjoy the trust and knowledge sharing that collaboration produces.

On the other hand, the benefits of pupils exchanging knowledge and experiences are educational and yet personal:

International experience propels students' acceptance and understanding of different cultural and community perspectives

Self-development and awareness to enhance self-confidence and self-esteem

Language acquisition is achieved through practical use.

Adoption of alternative, multi-faceted approaches to learning.

Problem solving skills.

Enhanced interest in global issues and a broader general knowledge.

A very likely and expected sense of accomplishment, which is indisputable, encourages students to develop independent opinions, make justified decisions and strive to attain new goals.

Global collaboration is the best way to make our students aware of the global issues we experience nowadays and to involve them actively in finding the right solutions by exploring, wondering, experimenting, collecting data and reporting findings, taking and defending a position, and solving problems in a variety of ways. International projects allow the students to study together with other students, to participate in common tasks, to adopt good practices, to do something different and to even appreciate the importance of the great things they can do in cooperation with others.

Every school partner is automatically delegated to present its wide experience in specific topics, so as to promote global collaboration.

By meeting other members of the global educational community, we are committed to sharing experiences. So, pupils can form an understanding of themselves as learners, establishing routines and thinking habits.

Students from different countries, mentalities, attitudes and ways of expression receive a positive impact by fulfilling their main aim, which is to create learning experiences that mirror the real world.

Eventually, thinking up that this happens amid a pandemic, with most people living in a phobic and a time-consuming period of a lockdown, it is more than likely that students will obtain new perspectives and perceptions for the near future.

Activity Number 1

Collaborating school: Heritage International School of Moldova

1st Grade

“Traditional Costumes” (Teacher responsible Olympia Kyvelou)

Other staff involved:

Irene Panteleiou, Maria Filippopoulou, Paraskevi Koutsoumani, Vasileios Andrianopoulos

Procedure:

Phase 1

Children make two traditional Greek costumes, namely “Tsolias” and “Amalia”, share information on them and send directions to the Moldavian pupils in order to make the same costumes and vice versa.

Link to other subjects: Mathematics (i.e. simple operations) Arts and Crafts (i.e. colouring)

Phase 2

Pupils wear the traditional costumes, perform a simple act-out in English, record and exchange their videos.

Link to other subjects: Drama

Aims and Outcomes

We are involved in this project having in mind that we must provide our students with a personalized and well-rounded education that stretches beyond traditional academic subjects and embrace innovative actions. Through applied knowledge, critical thinking, communication and cross-cultural engagement, our pupils come to gain lifelong skills.

We believe that after completing the project our young students will be able to engage in mathematical reasoning skills using a variety of ways rather than the usual. They will also find that other classmates can do the same thing and, of course, they will understand the close interdisciplinary relationship between arts and mathematics by means of using a foreign language correctly.

Activity Number 2

Collaborating school: Heritage International School of Moldova

4th Grade

“Olympic Games: Now & then...” (Teacher responsible Irene Panteleiou)

Other staff involved:

Vasileios Andrianopoulos, Paraskevi Koutsoumani, Dimitrios Fotiadis

Procedure:

Phase 1

Greek pupils will conduct a research regarding the Ancient Olympic Games. This entails the collection of information on the various aspects of the games, i.e.

the time, the place, the participants, the games/sports involved, the appearance of athletes, the reward, the social implications and social conditions they resulted in.

The research will be enriched by visual material (photos, drawings etc.). Moldavian pupils can conduct a similar research focusing on the Modern Olympic Games.

Phase 2

Pupils make a PowerPoint presentation of their material and show it to the pupils of the other country.

Aims and Outcomes

This project focuses on a comparative analysis of the similarities and differences of the Ancient and Modern Olympics. The project itself with its multifaceted activities assists learning through experience and emotions. This happens through a facilitated process of reflection, conceptualization and intentional action. Thus the students can be empowered by providing various modalities of learning and more space for development. During this project pupils attain skills and attitudes in:

- communication in foreign languages
- digital competence
- cultural awareness and expression

After all this, we will be able to evaluate our project by implementing Phase 3 where pupils of both countries discuss the differences and share thoughts about the outcome of their findings.

Plus, a questionnaire can be used to find out about the medium and long term effects of the two international schools. The collected data can be a valuable planning tool for the next school project.

Activity Number 3

Collaborating school: Heritage International School of Moldova

5th Grade

“17 Sustainable Development Goals: Familiarization with and spreading the news”

(Teacher responsible Tonia Giannakopoulou)

Other staff involved:

Paraskevi Koutsoumani, Dimitrios Fotiadis, Irene Panteleiou, Ioanna Prodromou

Procedure:

Phase 1:

The children of both schools will play online the game of the 17 Sustainable Development Goals (SDGs) and discuss their favourite goal. Before playing, they will have the opportunity to get to know each other and find common interests. This game will bring us closer!

Phase 2:

Creating illustrations for the 17 SDGs, posters and a target cloud with the theme: "My favourite Goal".

The 5th graders will inform all the students of our school about the 17 SDGs with a sketch. In addition, they will inform the Mayor and will propose ways to implement the goals in our Municipality.

There will be an exchange of photos of our actions with our partners in Moldova.

Aims and Outcomes

This original project for Primary Education focuses on the familiarization with the 17 Sustainable Development Goals and the need to spread the news about the importance of our contribution to an improved new world. Greek pupils are already familiar with the 17 SDGs and with the reasons why their attainment is significant to everyone.

Having completed the implementation of the project there will be a discussion between the students of the two collaborating schools about:

Which methods/elements contributed to the achievement of educational goals.

Which objectives they have not (or not entirely) achieved and why.

How they worked together – as a school team – with the teachers and the students of the partner school.

Activity Number 4

Collaborating school: Heritage International School of Moldova

6th Grade

“Unmask... your national sights” (Teacher responsible Manto Vaitisi)

Other staff involved:

Dimitrios Fotiadis, Irene Panteleiou, Fotios Perris, Anthi Zika

Procedure:

Phase 1

Students gather information and produce an electronic book (enriched with photos) regarding the most famous sights/monuments of their country.

They “exchange” their books and “explore” the material.

Phase 2

They prepare an online Quiz / Memory Card Game and arrange a “web-meeting” to interact, play (in groups) and test their knowledge on each other’s electronic books. At the end of the meeting, students share feelings and thoughts regarding this experience.

Aims and Outcomes

All international school projects incorporate a lot of work, time, effort, energy and enthusiasm. They yield valuable results and learning experiences. Therefore, it is worthwhile ensuring the visibility and sustainability of the project, as well as the learning outcomes.

Regarding the goals to be achieved, we expect to create an educational environment where students will have a multifaceted understanding of their cultural legacy.

Accomplishing their partnership project, the students will write an evaluation report which will be published on the project’s website. The teachers will evaluate the project within the project teams, and a summary report will be exchanged between the partners, including a list of the project aims, activities and outcomes. Furthermore, all information will be presented to the headmasters of both partner schools.

Activity Number 5

Collaborating school: Heritage International School of Moldova

6th Grade

“Top 10 Places of Interest for Adolescents: A tour guide”

(Teacher responsible Manto Vaitisi)

Other staff involved:

Dimitrios Fotiadis, Irene Panteleiou, Fotios Perris, Anthi Zika

Procedure:

Phase 1

Greek students prepare a poll survey asking Moldavian students their preferences on leisure time activities and vice versa.

Phase 2

Based on the data gathered, students prepare a video/PowerPoint presentation of the “Top 10 Places of Interest for Adolescents” in each country/city.

Phase 3

They exchange their videos and arrange a web-meeting to share feelings, thoughts and identify common preferences on an individual and group basis.

Aims and Outcomes

In general, cross-border cooperation between schools enables international experience and web encounters. They necessitate intercultural competence, cooperativeness, sensitiveness and flexibility, as well.

By fulfilling this project, we intend to achieve the aims bellow:

- The participating students will be able to overcome their prejudices and will display a constructive attitude.
- The students are expected to develop a natural interest in getting to know their partners’ cultural heritage or places of great interest.
- They will not impose their own “cultural characteristics” on the project partners.
- They will be able to overcome different assumptions or ways of perception.

With reference to the evaluation or the feedback we can receive it is absolutely sure that we can use a web-meeting to share feelings, thoughts and a questionnaire about:

- Which elements contributed to the achievement of educational goals.
- This of them did not work (so well).
- How we worked together as partners.
- What we have learnt about the cultural legacy or the sights of the other country.

Activity Number 6

Collaborating school: Heritage International School of Moldova

6th Grade

“Moldova-Greece: Perspectives on a common historic bond”

(Teacher responsible Fotios Perris)

Other staff involved:

Manto Vaitisi , Dimitrios Fotiadis, Irene Panteleiou, Anthi Zika

Procedure:

Phase 1

Students gather information and relevant material regarding Greeks in Moldova during the Ottoman Empire period (mainly 17th and 18th centuries).

Phase 2

They exchange the material they have collected and cooperate – through web-meetings – on producing a common project (e.g. electronic book) that combines both perspectives on the issue.

Aims and Outcomes

As 2021 is the year Greeks celebrate the bicentennial anniversary of their National Revolution against the Ottoman Empire, which started in Moldova, it is very interesting for the partners to work on a common historic project.

The students of the two partner schools will have the ability to investigate the time period of their history regarding the Greek revolution.

They'll skim through pages of History finding out common actions, difficulties or other reference points which are relevant to this historic event.

It is more than likely that a general interest will be generated about the relationship between the two countries in modern times.

The students will have the opportunity to reflect on the whole project experience and compare their current knowledge and attitudes with the ones before.

An evaluation process is the creation of a project diary for the students of both schools to record observations, experiences and actions and to enlarge on personal impressions, feelings and expectations. This will be a very helpful tool.

Another stimulating effect can be obtained by means of a feedback wall. This poster should remain hanging at a certain place throughout the duration of the project, and will offer the interested parties the opportunity to express their opinions and thoughts, till the end when they discuss it on a web-meeting.

Activity Number 7

Collaborating school: National Chongqing Elementary School

5th Grade

““Greek and Taiwanese traditional games””

(Teacher responsible Tonia Giannakopoulou)

Other staff involved:

Basilis Andrianopoulos, Irene Panteleiou, Ioanna Prodromou

In this project we'll follow this procedure:

Phase 1

The students of both schools will learn 2 traditional games of the other country and the ways to play them. It is more than obvious that each team will find it very interesting to get into the process of playing something different from what they already know.

Phase 2

After phase one, each team will share a video introducing the name of the game and how to play with it individually or in groups.

Phase 3

Students of each team will try to make it their own and play it with their classmates. Then, they will send the video to the other team.

Aims and Outcomes

Having accomplished this project, students are expected to:

- go back to traditional games instead of the modern video games
- include physical exercise and imagination by taking part in a game
- develop social skills
- establish rules of behaviour
- focus on improving behaviour and knowledge, rather than success or failure.
- empower themselves to create their own activities and to gain autonomy as students
- act according to rules and procedures
- have confidence in their own abilities and values
- show responsible behaviour when taking on specific roles

In the end, there will be a questionnaire about the benefits of the procedure they followed, the comparison between their games and those of the other country and, finally, the experience they gained.

Activity Number 8

Collaborating school: National Chongqing Elementary School

6th Grade

“The food waste project”

(Teacher responsible Fotios Perris)

Other staff involved:

Efthymia Panagiotidou, Irene Panteleiou, Dimitris Fotiadis

Students will learn about some organizations around the world that are connected to food and food waste reduction, such as food bank.

Then, the students will make an investigation on the amount of food waste in their community, school or neighbourhood.

More specifically, the research will be carried out on three levels:

- family
- local community of Dionysos
- local markets

- restaurants

The results will be presented in a video in English.

Then, students will discuss how food waste reduction can be achieved and they will try recycling food waste using plastic bottles and writing down the findings of their investigation/research, so as to familiarise themselves with this procedure. In the end, they will send the video to their classmates sharing views on how they reduce food waste in Greece and in Taiwan.

Aims and Outcomes

The main goal is to develop the environmental awareness of students through information and knowledge.

Nevertheless, an important goal is to realise the social and individual contribution in the field of maintaining a sustainable environment.

Added to the above, students (using their own initiatives) will be able to understand how the process of developing an integrated food waste system can make a decisive contribution to improving the living standards of the inhabitants in the area.

Regarding the evaluation of the project and the feedback, apart from recording conclusions, we can create a questionnaire aiming at the general expression of students' satisfaction or dissatisfaction with the environmental project. In addition, we can seek extensions of the programme and enrich it with additional activities which may be suggested by the students, thus expressing their likely interest in taking topic-specific environmental action.