# Minutes of the PMB meeting that took place in the framework of Proteach Tallinn July 2017 meetings and study visit

# proteach- Logo final

# PMB meeting agenda

**PMB – June 8th, 2017**

**Meeting place: Tallinn University, Tallinn, Estonia**

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| **Item**  **#** | **Start time** | **Subject** | **Ref. WPs** | **Presenter / slot coordinator** |
| **1** | 10:00 | Status of the project – Overview | WP5 | Reuma & Raul |
| **2** | 10:30 | Report on first MIT experience in Gil and Yachdav schools | WP2.1 | Kibbutzim |
| **3** | 11:00 | Evidences of good practices in MIT | WP2.2 | Beit Berl |
| **4** | 11:30 | MIT preparation process in the new colleges (partners P8, P9 and P10) | WP1.3 | Gordon |
| **5** | 11:50 | Evaluation plan [intro + split sessions] | WP3 | Reuma & Oded (coord.) |
| 13:00 Lunch Break | | | | |
| **5’** | 14:00 | Rapporteurs present outcomes of respective split sessions; discussion | WP3 | Reuma & Oded session leaders |
| **6** | 14:30 | Preparation for MIT in HEIs’ courses – Status and reflections for the near future | WP2.1 | Exeter + Kibbutzim (Dafna) |
| **7** | 15:00 | Dissemination and impact:   1. Status of dissemination work, plans’ update and requests from partners. 2. Dissemination experiences from first source – Some partners present recent activities with their participation. 3. Dissemination-targeted travel – Consultation with P.O. 4. Sustainability and impact: Protach’s special relationship with the M. of Educ. and the Academy-Classroom Prog. | WP4 | Haya & Rachel; Dalia & Gil; Raul |
| 15:45 Coffee break | | | | |
| **8** | 16:00 | Next meetings:   * International seminar in Israel (6-10 November, 2017) * Other meeting? * Study visit to Exeter (March 2018) | WP5 | Reuma (coord.) Presentations by Beit Berl and Exeter |
| **9** | 16:45 | Other managerial issues | WP5 | Raul |
| **10** | 17:15 | To-do list, consortium decisions, and wrapping up | WP5 | Raul & Reuma |
| 18:00 – end of meeting (tentative finishing time) | | | | |

**Minutes of Tallinn PMB meeting**

[Hereinafter: “AIn” means Agenda Item number n, according to meeting agenda shown above. The ppts contain material that was not necessarily mentioned/repeated in the minutes below; accordingly, the ppts are an integral part of these minutes and in some cases complete the information below.]

Participants:

Rinat Arviv-Elyashiv (Kibbutzim)

Vivienne Baumfield (Exeter)

Rimona Cohen (Beit Berl)

Orit Dahan (Beit Berl)

Walled Dallasheh (Sakhnin)

Reuma De-Groot (Mofet)

Raul Drachman (Kibbutzim)

Eve Eisenschmidt (Tallinn)

Dafna Govrin Linker (Kaye)

Gil Hadash (Mofet)

Orli Haim (Beit Berl)

Emese Hall (Exeter)

Dafna Hammer (Kibbutzim)

Rachel Holzbiat (Talpiot)

Dalia Imanuel (Beit Berl)

Haya Kaplan (Kaye)

Gabriella Landler Pardo (Kibbutzim)

Maly Leibovich (Beit Berl)

Lydia Linortner (Salzburg)

Elena Marin (Bucharest)

Oded Mcdassi (Mofet)

Merilyn Meristo (Tallinn)

Hagit Mishkin (Mofet)

Liron Onn (Gordon)

Jean-Luc Patry (Salzburg)

Haled el Sayad (Kaye)

Dorit Shvarzberg (Kaye)

Mihaela Stingu (Bucharest)

Avigaiel Tzabari (Talpiot)

Ali Watad (Beit Berl)

Rachel Zafrir (Kaye)

Malka Zinker (Gordon)

Ihab Zubeidat (Sakhnin)

**AI1 Status of the project – overview**; see ppt. AI1

* Pilots of MITs were carried out in three HEIs in Israel - reports are being prepared.
* Dissemination activities and preparations of the next iteration of the MITs implementation plan (for next school year, starting October 2017) are the main challenges of the next period.
* Partnership Agreement completed and signed by all partners; first payment also done.

**AI2 Report on first MIT experience in Gil and Yachdav schools**; see ppt. AI2

Experience gained in the following topics:

* Involve all players in the MIT with the creation of the syllabus
* Meet all the MITs’ participants' needs during the activities
* Allow professionalization for specific items (in this case students with special needs)
* Highlights for outcomes of the first MIT implementation by Kibutzim College: The MIT newspaper, joining the schools' management board, having the MIT's coffee shop - to trigger mentors’ and mentees’ interrelationships and discussions.

**AI3 Evidences of good practices in MIT**; see ppt. AI3

Issues that were highlighted:

* Kibutzim College (Dafna Hammer) presented insights from the MIT café- mentors and mentees gained a lot of mutual understanding and an arena for sharing in the different "pedagogical meals" they eat together
* Maor and Hilla – two mentees from Kaye College (together with Dafna Govrin) presented their animation movie on reflecting over the whole MIT year. Maor’s insights were: "I had 5 different mentors during my induction" (the teacher with whom I work, my mentor, the computers expert, the school principal and the school advisor). Hilla presented a different view of a teacher who wanted to learn everything by himself where the mentor was put aside quite from the beginning, while on the other hand she found a lot of support from the MIT as a group.
* Maor shared an incident story involving parents that yelled at him, highlighting the importance of school’s support to overcome this harsh event.
* Rachel Zafrir (Kaye) presented the formative evaluation taken by the MIT group with the participation of almost all the school’s teachers and staff, an event that allowed all participants to get to know each other and to share their views re: pedagogical and personal issues.
* Beit Berl (Orit Dahan) presented the principles on how to report on good examples - main issue is to have an example that shows a shift idea or procedure in school in light of something that happened in the MIT. (This section is still missing from the ppt.)
* Beit Berl (Orit Dahan) presented the case of a real situation recently faced by beginning teachers (BT) in the Hadassim School related to the formulation and selection of ready-made " evaluation sentences" to use in the Biology class. In the case presented- a discussion thread in WhatsApp related to evaluation of biology achievements – revealed complaints from one of the BT in the MIT for its insufficiency. These complaints were informed to the school coordinator of the MIT by the pedagogical guide from the college, and together they have decided to invite all the Biology and science teachers to the MIT to revise the existing sentences and change them. In the example the role of the academic pedagogical guide was apparent – as one that could communicate and “amplify” the teacher’s request into schools' work and also change.

**AI4 MIT preparation process in the new colleges** (partners P8, P9 and P10)

* Gordon (Malka Zinker and Liron Onn) presented the process that they have undergone during the past months as a small and new College that has to learn from its "big brothers". Main insight is the complexity of this process - the need to learn about the MIT and at the same time create the infrastructure for a new MIT in their premises, to start within a few months (October 2017). Malka described the complexity of contacting many different stakeholders from schools and the Ministry of Education in order to be able to start the work shortly.

**AI5 Evaluation plan [intro + split sessions]**; see ppt. AI5

* Due to time constraints we didn't have time for rapporteurs
* MOFET (Oded Mcdossi) presented the evaluation plan, building on preliminary work done in Israel. This work is undertaken under WP3, led by MOFET. The challenge is to create an overall evaluation plan that will take each MIT as a case study as well as *cross cutting* themes, involving different sites and stakeholders taking part in the MITs. In this sense we carried out, in this slot of the PMB, parallel sessions for beginning teachers, policy makers, courses in the academy and mentors. The summaries of the sessions were collected by MOFET to serve future work, and are available in WP3 folder in the website's shared area.

**AI6 Preparation for MIT in HEIs’ courses** – Status and reflections for the near future – This AI was not carried out due to time constraints. Kibutzim College (Dafna Hamer) is currently collecting the syllabus for forthcoming courses in the 6 colleges. At present there is a need to collect more data from the different colleges and concretize the general characteristics for these courses.

**AI7 Dissemination and impact**

1. Dissemination work plan (see ppt. AI7): A lot of work is currently being done in all the Israeli colleges and MOFET. The consortium sees dissemination as an opportunity to inform and share the MIT ideas, achievements and challenges - both in the colleges and in schools – to a wide public. In addition to this in-school dissemination, some colleges (Kaye and Gordon) carried out also meetings of stakeholders.
2. Dissemination experiences from first source – Some partners presented recent activities with their participation. Gordon College prepared a presentation – see ppt. AI7 b – on the first national conference on beginning teachers in Israel.
3. Dissemination-targeted travel – The issue was raised, namely, the uncertainty that currently exists re: the eligibility of such international travel for refunding. Further to previous consultations we understood that travel of Israeli teams’ members abroad (to countries represented in the consortium) for dissemination purposes was permitted if the targeted events clearly were built around, or contained a session devoted to, Proteach (we understood that visiting other countries, not in the consortium, requires special authorization). Less clear – further to some notes in the guidelines – is the dissemination-instigated travel (foreseen in the project’s budget) of members of the European teams in the project. The issue will be raised in a near-future contact with our Project Officer.
4. Sustainability and impact: Proteach’s special relationship with the Ministry of Education and its Academy-Classroom Program - see ppt AI7d. This issue was thoroughly dealt with during the Tallinn workshop. The presentation above addresses, among other points, the potential of having the MIT approach embraced by the Academy–Classroom initiative in Israel. The link between the project and the initiative is currently led by MOFET and Dalia Imanuel (the latter in representation of Beit Berl and the Ministry of Education). This subject is indeed important, among other things, for being a key component of the project’s sustainability and exploitation plans.

**AI8 Next meetings**; ppt. AI8

* The next international meeting is scheduled for November 6-10 and will be held in Israel under the coordination of Beit Berl College. Orit Dahan presented the main theme of the seminar which will be Community of Learners in the MITs. Partners were asked to suggest ideas and to contribute to the event.
* Exeter University presented preliminary ideas about a study visit scheduled for March 12-23, 2018, in Exeter. In these two-week event it is planned to have a group of up to 14 Israeli students joining Exeter’s pre-service teachers in schools as well as participating in a conference and a workshop where there students will report on their work in school. The coordination team has started to plan the details of these events together with the Exeter team.
* Partners raised their wish to have a VaKE workshop soon (a subject promoted by our co-partner Salzburg’s team). We are currently checking the possibility of having this workshop in Israel, in a joint action with CURE, a sister project of Proteach’s in Erasmus+/CBHE.

**AI9 other managerial issues**; ppt AI9 (by Raul). Several issues were raised in this slot, for information and discussion, including:

* Preparations for hosting, in the near future, a “field monitoring” at the initiative of the Israeli Erasmus+ Office in opportunity of one of the regular meetings of the Israeli teams. The possibility of benefiting, as well, of the virtual presence of some or all of the European partners was suggested and warmly received.
* Partners were reminded of matters related to the use of project forms, periodic reporting preparations, documentation to keep and/or to submit, etc.
* Technical requirements related to sub-contracting and equipment purchase were addressed in brief (largely repeating previous oral and written communications).
* Issues related to the travel and stay categories in the project’s budget were addressed, including those related to the use of internal (local) Israeli travel. Some of the partners may have used relatively much of this budget category, while others may have under-used it (for different reasons). In any case, the partners were reminded that, at least for the time being, each institution should consider its own (original) budget as given and not to be exceeded.
* With some connection (also) to the above, partners were asked to communicate Raul on the possibility of an underuse of their budget, to adopt timely measures for a possible redistribution or other actions.
* There are some open issues related to the above travel and stay budget category that will be addressed in a forthcoming consultation with our Project Officer, such as the allowed and not-allowed dissemination-targeted international travel of the partner (see also AI7 above).
* Work planning tool update and discussion of next steps.