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KULTUSMINISTER
KONFERENZ
*Pädagogischer
Austauschdienst*

PROJEKTSKIZZE

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Strategische Partnerschaften für den Bereich Schulbildung – 2016

Version 1.0 vom 07.12.2015

Bitte füllen Sie ALLE Felder aus! Erst dann kann die Projektskizze bearbeitet werden.

Angaben zur antragstellenden Einrichtung:

| | |
|--|-------------------------------------|
| Name der Einrichtung | Kulturkontakte e.V. |
| Art der Einrichtung | gemeinnütziger eingetragener Verein |
| Ansprechpartner/-in | Kerstin Wiehe |
| Straße | Crellestr. 22 |
| PLZ / Ort | 10827 Berlin |
| Bundesland | BER |
| Telefonnr. (unter der Sie gut erreichbar sind) | 0151-11647052 |
| E-Mail | mail@kulturkontakte-ev.de |

| | |
|---------------------------|------|
| Titel des Projekts | QUEU |
|---------------------------|------|

Partnerschaftstyp

| | |
|---|---|
| <input type="checkbox"/> | Best-Practice-Projekt (in dieser Projektform können keine „intellectual outputs“ und „multiplier events“ beantragt werden) <input type="checkbox"/> Partnerschaft zwischen Regionen? |
| <input checked="" type="checkbox"/> | Innovationsprojekt (in dieser Projektform können Sie alle Budgetkategorien beantragen) |
| Aus folgenden Gründen sind wir uns über den zu wählenden Partnerschaftstyp noch nicht im Klaren | |

| | |
|--|---|
| Nutzer/-innen der Projektergebnisse (Schüler/-innen / Lehrkräfte / Schulmanagement, Entscheidungsträger, Sonstige) | Lehrkräfte, Forschung und Universitäre Lehre, Schüler_innen |
|--|---|



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| | |
|--|-----------|
| Geplante Projektdauer in Monaten (mindestens 12, max. 36 Monate) | 27 Monate |
| Geplantes Budget (in €) | 276.058 |

Partner:

| Staat | Institution | Art der Einrichtung |
|-------|--|---|
| GER | Kulturkontakte e.V. (Antragsteller) | Association |
| BE | MATRIX | New Music Center |
| EE | Eesti Arnold Schönbergi Ühing | Society |
| PT | Centro de Estudos de Sociologia e Estética Musical | Research Center (New University Lisbon) |
| AT | Anton-Bruckner Privatuniversität | University |
| GR | School of Philosophy, Faculty of Music Studies University of Athens | University |
| GER | Universität der Künste Berlin, Fakultät Musik | University |
| GER | Evangelische Schule Berlin Zentrum / Schule im Aufbruch | school |
| BE | Don Bosco Greonveld, Heverlee | school |
| EE | Pärnu Vanalinna Põhikool, Pärnu | school |
| GR | Geitonas-Schule, Athen | school |
| PT | Escola Secundária de Camões, Lissabon | school |
| AT | Neue Musikmittelschule Haag am Hausruck, Linz | school |

Im Antragsformular ist mindestens eine Prioritäten aus dem Bereich der horizontalen Prioritäten oder eine der sektorspezifischen Prioritäten aus dem Bereich Schulbildung anzugeben und in einen Bezug zum gewählten Projektthema zu stellen.

Bitte konsultieren Sie unbedingt den aktuellen Leitfaden 2016, Seiten 105 bis 124 (engl. Fassung; http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf), bevor Sie einen Projektantrag ausarbeiten: die Einbettung des Projekts in die für die jeweilige Antragsrunde veröffentlichten Prioritäten stellt eine wichtige Grundlage für eine erfolgreiche Antragstellung dar.



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Welches Thema möchten Sie in Ihrem Projekt bearbeiten?

QuerKlang goes Europe (QUEU) works on the advancement, transferability and practicability of the German UNESCO model project [QuerKlang](#) with a diverse network of experts and practitioners to tackle key challenges of educational practice in schools: **heterogeneous classrooms** and **new demands** for students' **skills** for a changing work and life reality. QUEU is the joint development of a trans-european methodology for high quality education in schools based on the principles of artistic practices to support teachers throughout Europe with essential tools and know-how.

In recognising "that high-quality education provides learners with personal fulfilment, better social skills and more diverse employment opportunities" the Common European Principles for Teacher Competences and Qualifications (2010) view "the role of teachers and their lifelong learning and career development as key priorities" in order to ensure high quality education. Two of the main principles are *Work with others* and *Work with and in society*. They represent QUEUs focal pursuits:

Our societies are in a constant change. Newcomers, different ethnic groups, different income situations, different political attitudes. Our societies are utmost heterogeneous constellations. Classroom realities represent this heterogeneity. Still, teachers are not sufficiently trained to handle and use this complex classroom situations fruitfully. Teacher's training needs to focus on working with and utilizing heterogeneous talents and interests as a main resource for profitable teaching and learning. Respecting different needs and ensuring individual capacities can efficiently be considered through art practices.

Work realities are more and more focusing on team-work as a key factor to success. Start-ups, co-working and freelancing are work-models dependent on team-supported workforce. Teachers though - within their training or within their work realities - are working alone most of the time: in the classroom they are "alone" amongst a rather big group of a separated team, the students. QUEU is implementing team work for teachers on two levels: as part of the methodology QUEU builds up a teaching-team to guide through the lessons and assure intervision, and the methodology centers student-oriented self-production as learning method, thus deploying the students as *one* team with the teacher: reflecting, discussing and steering lessons and outcomes together.

(max. 1.500 Zeichen)

Bitte beschreiben Sie den konkreten Bedarf, auf den mit Hilfe des Projekts reagiert wird.

Europewide - a changing situation in **classroom realities** through **mass migration** and changes in society. → Heterogeneity in classrooms (See Bertelsmann Stiftung:

<http://www.vielfalt-lernen.de/2014/02/03/heterogenitaet-als-herausforderung-fuer-die-lehrerbildung/>



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In Greece, Portugal, Spain and Italy (a.o.): **Changing educational systems** from democratic to economic as the effect of financial crises. → equitable approaches to education (See studies of the *Rat der europäischen Union*, 2012:

https://www.jugendpolitikineuropa.de/downloads/4-20-3314/Entwurf_Bericht_Rahmen.pdf)

With the effect of **dividing children** within the educational system → leading to a **shrinking solidarity** amongst the youngest already, seeding a spirit of separateness and competition instead of togetherness and cooperation (See Humboldt University Berlin:

<https://www.projekte.hu-berlin.de/de/junited/deutschland-postmigrantisch-2-pdf>)

Europewide - Addressing **new skill demands** for a Europe in motion: demographic changes, shifting realities of living and working (mobility, solidarity, language skills, self-assessment, self-initiative) (See studies by *European Centre for the Development of Vocational Training* (Cedefop)

Europewide - **teachers' self-concept** has rather to be one of *mediation expert* before stressing her special field competences only. Teachers have to be agents for committed research and critical thinking, constructive problem solving, communicating and cooperating, integrating and reflecting. (See *Kultusministerkonferenz, Bremer Erklärung* 2000)

(max. 1.500 Zeichen)

Benennen Sie die relevanteste horizontale oder schulbildungsspezifische Priorität im Hinblick auf die Projektziele. (Zitieren Sie aus dem Leitfaden.)

Strengthening the profile of the teaching profession (...) **by supporting teachers and leaders to deliver high quality teaching, deal with complex classroom realities and adopt new methods and tools.** In particular (...) improving initial teacher education and induction, supporting teachers in **dealing with diversified groups of learners** (such as refugees, asylum seekers and migrants) and to **adopt collaborative and innovative practices right from the start of their careers;** to strengthen leadership roles in education, **including distributed leadership, for designing necessary changes and improvements at institutional level.**

Sofern Ihre Projektziele Bezug zu weiteren relevanten horizontalen oder sektorspezifische Prioritäten aufweisen, benennen Sie maximal zwei dieser Prioritäten. (Zitieren Sie aus dem Leitfaden.)

1. Improve achievement in relevant and high-level basic and **transversal competences in a lifelong learning perspective**, through formal or non-formal education and training, from early childhood education and care, over **school education**, youth activities, higher education and vocational education and training to adult learning.
2. **Supporting schools** to tackle early school leaving (ESL) and disadvantage as well as **to address all students from the lowest to the highest end of the academic**



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spectrum. In particular by supporting projects aiming to improve collaboration internally as well as with parents and other external stakeholders, projects aiming at improving transition between different stages of education, **projects supporting networking of schools which promote collaborative and holistic approaches to teaching, projects aiming to develop methods and to create conditions for personalised teaching and learning in order to support each pupil**, and projects developing monitoring and assessment suitable for such approaches.

Welches sind die zentralen Projektziele?

- building up personal relations and trust on the basis of a common interest to further on adopt collaborative and innovative processes (first step to transferring good practices)
- digging deeper - digging together: developing good practices for complex classroom realities
- implementing good practices which promote collaborative and holistic approaches to teaching
- (inter-team) coaching and reflexion (→ quality control) to strengthen the teaching profession and to bond/ network further in order to achieve necessary changes and improvements at institutional level
- formulating a transferable best practice suitable for everyday use providing a method that creates good conditions for personalised teaching and learning in order to support each pupil

(max. 1.500 Zeichen)

Stellen Sie einen Zusammenhang zwischen den von Ihnen gewählten Prioritäten und dem/den Projektziel/-zielen her:

- priority dealing with complex classroom realities: embracing heterogeneity in classrooms, having hands-on tools and methodology to deal with them
- strengthening the profile of the teaching profession: through including universities - the creators, ambassadors and implementers of the teacher's (self-)concept - a strong and comprehensive understanding of what the teaching profession has to supply and achieve in order to serve future needs is researched on and formulated - and eventually implemented into the teacher's training → thus improving the initial teacher training
- the guideline presents tools and strategies to deal with diversified groups of learners through the use of hands-on (artistic) practice that often work without language / technical expertise
- the team-focused approach - combining artistic professionals with teachers and students - let the teachers-to-be adopt collaborative and innovative practices right from the start of their careers
- the experiences and practices acquired throughout the process informs the future action plans at Universities and schools strengthening their leading role in education and eventually providing them with adequate proof for pushing/ designing necessary changes and improvements at institutional level



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(max. 1.500 Zeichen)

In welcher Hinsicht kann das Projekt als innovativ bezeichnet werden? Ergänzt es ggf. bereits durchgeführte Projekte?

QUEU is based on twelve years of experience in realising artistic compositions with students in schools. Over 60 schools in Berlin have adopted the method that has been advanced throughout the years together with the University of the Arts Berlin, where it is taught in music pedagogy for future teachers' training. The approach has been fruitfully used within the Berlin school sphere eventually attracting other European schools' and academics' attention. Believing in its transferability into other European school contexts to tackle challenges that are local but in their effects global (at least European) the project aims at improving teacher's abilities to handle difficult school realities and to improve the students' educative situations - throughout Europe.

→ the **innovation** is to implement the transfer of a BEST PRACTICE-project so that it really can be used in other (national) educational contexts → Building a **GUIDELINE** with all partners as an output of the reflected and evaluated process is a product that does not exist - yet.

→ *Joint practice development* instead of "transferring a practice"

(max. 1.500 Zeichen)

Welche konkreten Verbesserungen sollen nach Projektende sichtbar sein?

teachers are TRAINED holistically for both stimulating skills following the "new demands" and teaching technical knowledge → QUEU as a method is integrated into teachers' training at the partner Universities

teachers have a **hands-on tool** compilation FOR ARTS EDUCATION that has been well-tried and transferred to different school and national contexts to be used straightaway for different ages** → a practical guideline in different languages that can/ will be distributed offers teachers a "helping hand"

(max. 1.500 Zeichen)

Welche Aktivitäten sehen Sie zur Erreichung der Projektziele vor?

1. kick-off meeting to discuss and create the mutual needs and plan of action to tackle these needs
2. introductory seminar to QuerKlang-framework that will be advanced further together
3. implementation of the framework at local level (lessons series in school I)
4. mutual reflexions on implementation with all participants
5. evaluation of implementation and advancement
6. formulating a transferable methodology // hands-on guideline



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7. mini-conference

(max. 1.500 Zeichen)

Welche konkreten Produkte planen Sie, während des Projekts zu erarbeiten? Sollen dafür in der Budgetkategorie „Geistige Leistungen“ („intellectual outputs“) Mittel beantragt werden?

Beachten Sie, dass Ergebnisse/Produkte, die unter die Budgetkategorie „Geistige Leistungen“ („intellectual outputs“) fallen, vom zeitlichen Umfang so realistisch wie möglich geplant werden. Beachten Sie, dass die Ausarbeitung geistiger Leistungen den Einsatz von Personal finanziell nicht vollständig abdeckt.

- assemble an analyses of needs with all partners: What challenges is each partner facing (individual/ regional/ national level) that demand different methods and tools? What has been tried already, what works / does not work?
- designing a training course for teachers (on artistic practice, on the need of social skills and on motivating life long learning)
- hands-on guidelines for experimental learning and teaching (based on artistic methods) in school including classroom activities, implementation at school level and network recommendations

(max. 1.500 Zeichen)

Welche Ergebnisse erwarten Sie – über die „Geistigen Leistungen“ hinaus – während und bei Abschluss des Projekts?

- channelling the discussion on innovative methodologies in schools at regional and national levels → media coverage and experts' exchange
- a closer cooperation between teachers, schools and external stakeholders like parents, cultural institutions and local businesses

(max. 1.500 Zeichen)

Falls zutreffend: Welche Multiplikatorenveranstaltungen planen Sie zur Verbreitung Ihrer Projektergebnisse (nur in Verbindung mit der Erstellung von Geistigen Leistungen möglich)?

Mini-Conference (with concert): The mini-conference will be a day-long event that introduces the methodology in process to a broader audience-by-invitation, discussing experiences, hands-on examples and policy recommendations derived from the gained expertise. Impulses by experts and participants will guide through the day. The conference will be recorded as podcasts to be further distributed online and for free to an interested audience.

(max. 1.500 Zeichen)

Welche Ausbildungs-, Unterrichts- und Lernaktivitäten planen Sie (falls zutreffend)?



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1. introductory seminar: one week of getting to know each other, learning techniques of artistic practice, start reflecting on positions; discussing relevant positions, questions, framing; discussing the evaluation process
2. school lessons: hands-on learning in school life reality. 6-months work-phase in a team of teacher, university student and artist working with pupils on a collective composition and public performance as part of testing and developing the methodology
3. reflexions: meetings to reflect and evaluate the process, discuss challenges, internal supervision units as part of producing the guidelines and as part of collaborative learning across national contexts

(max. 1.500 Zeichen)

Wie stellen Sie eine begleitende Evaluation der Projektarbeit sicher?

Under the chair of Anton Bruckner University Linz - long tradition in researching on learning / teaching practices. Their concept embraces not only the acquisition of professional competence, but also the development of innovation. Report is informed by the regular reflexions of the team and the observation of external factors (communication, dissemination, external feed back on mini-conference)

(max. 1.500 Zeichen)

Beschreiben Sie kurz Ihre Disseminationsstrategie.

- website: reflexions, (evaluation) reports, guidelines, experiences
- youtube-channel for tutorials
- media co-operations, one in each city/country; i.e. Berlin - rbb Kulturkanal
- mini-conference
- public concerts at renowned festivals; i.e. in Berlin at MaerzMusik
- <https://www.kmk-pad.org/praxis.html> im Bereich "Projekt des Monats" und "Beispiele guter Praxis" → appear among those projects in each country

(max. 1.500 Zeichen)

Wie stellen Sie sicher, dass die Ergebnisse auch nach Ende des Projekts eine positive Wirkung – an Ihrer Einrichtung und darüber hinaus (regional, national, auf europäischer bzw. internationaler Ebene) - entfalten und dass konkrete Produkte weiter genutzt oder weiterentwickelt werden?

The results will be published as a guideline - a How-To embrace heterogeneity as a fruitful classroom reality throughout all European schools and which strategies/ actions help develop essential skills amongst **all** students of a heterogeneous class. The guideline will be accessible as an **open-source, cost-free** handbook either to be downloaded from the project's **website**, explicitly inviting everyone to copy and advance QUEU. The **website's section "experiences"** will collect and document experiences from other contexts. As part of the **practicability-check** for each partner's national context within the guideline, **funding opportunities** for implementing QUEU as a project will be presented. As QUEU works



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modular and eventually will be a **well-tried, hands-on** guideline, its implementation, even without funding, is attractive for a broad range of schools and institutions. The academic staff as well as the teachers themselves will be trained **agents of change** after the projects' end who will be communicating and advancing QUEU within their **networks**. Additionally, the researchers are part of the academic sphere, who's influence - from a regional to international level - on **curricula and education policy development** will channel QUEU into the essential discourses in order to change classroom realities top-down, securing a broader support for children-oriented lessons. The teachers will, throughout the project's process and afterwards, **continuously shape** their school's and their colleagues' **perspectives** from within, changing school everyday bottom-up on a local and often regional level.

(max. 1.500 Zeichen) 1595 Zeichen

Wie messen Sie die qualitative und quantitative Wirkung des Projekts in den o.g. Bereichen?

qualitative:

- evaluation through the reflexions and continuous observation and analysis through one of the academic partners
- testimonials by students and teachers, academics and school leaders (head of school)
- consideration of methodology at institutional level (unions, communal education policies etc.)

quantitative:

- visitors at the mini-conference and concerts, opportunities to present QUEU at different occasions, number of schools that want to implement QUEU, number of entities purchasing the guideline

(max. 1.500 Zeichen)

Falls Sie konkrete Fragen haben:

Unser Partnerkonsortium ist relativ groß (2 Partner pro beteiligtem Land): Vermindert das die Chance einer Förderung, weil die erfolgreiche Umsetzung als eher unrealistisch angesehen wird in zu komplexen Konstellationen? Ist die Heterogenität der Gruppe von Vorteil, wenn es um das Entwickeln und Ausprobieren von transferierbaren Ansätzen geht? (Unserer Meinung nach schon - darum die Frage, wenn wir Partner "kürzen" müssten, dann eher die zu ähnlichen?)

(max. 1.000 Zeichen)

Wurden Sie bereits von einer anderen Nationalen Agentur / Organisation beraten:



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Wenn ja, durch: Nein

Bitte senden Sie Ihre Projektskizze **bis spätestens 10. Februar 2016**

für den Bereich **Schulbildung** an

ka2-schulbildung@kmk.org

Bitte schreiben Sie im Betreff der E-Mail:

Projektskizze Strategische Partnerschaften im Schulbereich - 2016.

Wir werden zeitnah einen Termin für die telefonische Beratung mit Ihnen vereinbaren.