



Participants of Study visit

17 – 19 May 2011

Creativity and curriculum



National Institute for Education

Bratislava, Slovakia

Creativity and curriculum - Study visit 2011, Bratislava

Programme

16 May - arrival and accommodation of participants, Hotel Avance

17 May – Day 1

9.00 Joint meeting in lobby, Hotel Avance

10.00 – 17.30 Workshop 1, National Institute for Education

1. Opening session: deputy head of the National Institute for Education - S. Blichová
2. Interactive introduction of participants – team building, networking, setting up the board for writing the study visit final report
3. The National Institute for Education: brief facts, visions and aims - S. Blichová,
4. Panel discussion: experts from various fields of education in Slovakia
Lunch
5. Innovations and development of creativity in schools in Slovakia – Ľ. Bagalová, D. Ďuranová, National Institute for Education
6. Discussion - curricular aims in education in the context of creativity development
7. Development of plurilingual and intercultural curricula and the impact on creativity - D. De Jaegher, National Institute for Education
8. Education in Finland – M. Hartikainen, Finish National Board of Education, Helsinki, Finland
9. Activities enhanced creative skills – M. Ozmusul, Istiklal Primary School Polatli/Ankara
Coffee break
10. Freedom in Education – T. Mayer, teacher and trainer, British International School Ljubljana, Slovenia
11. Italian school system, The Overview about school „Giullio Verne“ – C. Sabatini, School „Giullio Verne“, Italy
12. Something different on vocational training – I. Diaz Picon, High Secondary School Antonio Calvin, Spain
13. Discussion, specifying a rapporteur and group for writing the study visit final report

Social programme: Evening in the city center, dinner in "[Bratislava Flag Ship restaurant](#)" - [according to participants' interest](#) (not reimbursed)

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18 May – Day 2

8.30 Joint Meeting, Hotel Avance

9.15 – 13.30 Visit of the Primary school and Secondary Grammar School Bajkalská, Bratislava

1. School performance – head of the school M. Smreková
2. Presentation of pupils' projects
Coffee break and discussion

Showing around the school - insight the classwork

3. Presentation of one school project and discussion
4. Writing the final report (participants)
Lunch in the school canteen, informal discussion

Social programme 14.30 – 18.30: boat trip and tour to Devin castle, walk along the Danube to Eurovea

19 May – Day 3

9.30 Joint Meeting, Hotel Avance

10.30 – 11.00 Welcome by the Mayor of Bratislava Mr. M. Ftáčnik, The Primatial Palace

11.00 – 16.00 Workshop 3

1. School reform, changes in curriculum in Slovakia - M. Kríž, deputy head of the National Institute for Education
2. Innovations in school practice – Jana Klagova, C. S. Lewis Bilingual High School, Bratislava
3. Development of seminar: impressions of a studio for learning – G. Kummer, Studienseminar Grunschulle, Oberfranken, Germany
4. Promoting curricular creativity through primary school/ university partnership – K. Walker, Southampton Solent University, UK
5. Development of teacher creativity through education - A. Tomengová, Methodology and Pedagogy Centre, Bratislava
6. Discussion
7. Conclusions of the study visit (participants' report), handing over of certificates and closing remarks
8. Informal discussion and lunch offered by the National Institute for Education



Franz Jentschke

My name is Franz Jentschke. I live in Bremen. I am the principal of the GSO (a comprehensive school running from 5th thru 13th grade). Our school is the biggest in our city. We have about 1350 students, many of them from families with below-average to average income. A considerable number of our students also come from immigrant families from Russia, Poland, Turkey, etc.

In our school I am responsible for the staff planning, for the development of the schedule, for the finances and the economy of the school. I am also involved in employing new teachers and non-teaching personnel.

Our greatest project is the cooperation with famous institutions in our city like The German Chamber of Philharmonics Bremen (one of the best orchestras in the world!), the Bremen hall of art, the Focke Museum (a historic museum), and the famous soccer club SV Werder Bremen. We have many activities with our partners, like the music project "Melodie des Lebens (melody of life)" twice a year in spring and fall. In May or June we'll have a great music-theater event. This year its called "Polski Blues".

As the school principal I feel like a manager. I am especially responsible for maintaining and improving the quality of teaching. School leaders are today the most important "link" in the educational "merry-go-round". Parents, students, fellow teachers, the administration of the school and many other institutions depend of his work. The GSO has been developing more and more of its own for many years. It works with strong focus on the adjacent parts of the city and has special offers such as profiles in music, art, speech, theatre, science and sport. Our immediate vicinity has a very big meaning to us.

For many years I have been the speaker of school principals in Bremen-Osterholz (11 schools) and one of the two speakers of the middle school principals in Bremen. As a speaker of this group, I regularly attend consultations for all kinds of topics in the school administration.

Moreover I am a member of the steering group "Eigenverantwortliche Schule" which means "self-responsible school", of the administrative working group "Inklusion" which describes a school that also teaches disabled students, and of the union of school principals in Bremen.

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Last but not least something to my person. I am 59 years young, I am married, I have two childs and five (!!!!!) grandchildren.

My greatest pleasure is to spend my time with my grandchildren. At the end I am a fan of our soccer club Werder Bremen.



Mustafa Ozmusul

Present position: Teacher Trainer in Curriculum and Instruction, and Technology and Design teacher in Istiklal Primary School

Family name: Ozmusul

First names: Mustafa

Address: Gazi Mh.
FevziCakmak Cd. N:1 Istiklal
Ilkogretim Okulu Polatli, 06900
Ankara/TURKIYE

Phone number: +90 505 573 0026

Email address:mustafaozmusul@yahoo.com

Education: Msc. Curriculum and Instruction

Ph.D candidate in Educational Management

Key qualifications: (Relevant to the project)

- Educational Policies
- Creativity and Innovation in Education
- Integration of ICT into Education
- Professional Development of Teachers
- Social Inclusion

Participation in international seminars and courses

2010 Sustainable Development Comenius In-Service Education- Assen/Netherlands

2010 Promoting A Socially-Cohesive And Equitable Society Through Education And

Training- Council of Europe, Pestalozzi Workshop, Malta

2009 Media Education Across The Curriculum -Comenius In-Service Education-

Berlin/Deutschland

2007 "Communication And Social Skills In School Education" EU Comenius Contact

2008 Seminar- Brasov/Romania

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Projects

Participation in international seminars and courses

Creative Brains (2010-2012). EU Comenius School Partnerships. General
Coordinator of Project

Value Education and Ecological Responsibility. (2008-2010). EU Comenius
School Partnerships. (Kartalbey İlköğretim Okulu) Coordinator of School

My institution

Istiklal İlköğretim Okulu is a primary school situated in the semi-central area of Polatli, Ankara in Türkiye. The school, with nearly 700 pupils aged from 5 to 14, population varies from degree of middle income to very poor pupils coming from either wealthy families or from socio and economic disadvantaged ones. The school has to find solutions to create a balance between them, to give them equal chances to education. The school has carried out guidance programmes in order to develop the pupils' abilities, to increase their self confidence.

Our school is coordinator in Comenius School Partnership Project entitled Creative Brains held between 2010 and 2012 years. In this context a Comenius project team and club were established in our school in order to conduct the activities stated in work plan of project and integrate European dimension in school and environment. This project created a perfect atmosphere and synergy in our school in terms of European dimension and creativity, also possibility to meet with partner teachers and pupils from European countries. By means of the project the pupils and teachers improve their understanding of European cooperation.

Our objectives for European cooperation: to built new partnerships between all stakeholders, to identify European Union members' culture, educational systems, people and living standards, to contribute to the developing of multilateral projects using the skills of the pupils in our institution, to establish educational practices, to undergo school activities, to aim for a future vision for knowledge society and potential development power, to follow on the EU path of knowledge and high values.



Erdal Bay

Present position: Assistant Professor-
Gaziantep University Education
Faculty

Family name: BAY

First names: Erdal

Date of birth: 27.02.1978

Nationality: Turkish

Civil status: Married

Education: Ph.D

Key qualifications: (Relevant to the project)

- Constructivist approach
- Curriculum development
- Authentic evaluation-
- Curriculum evaluation
- Teacher education

My institution kurum hakkında bilgi

University of Gaziantep, Faculty of Education was founded on 14th February 2002. The main objective of the faculty is to educate qualified teachers and educators for each level of formal education. It is aimed to ideally educate teachers who are able to follow, interpret, and criticize scientific and technological developments, take over responsibilities and duties, produce ideas, have self-confidence, and are open to new ideas. It is also aimed to train those teachers and educators, in the best possible ways, in line with Atatürk's principles. Faculty of Education includes the departments of Turkish Language Education, Primary Education, Foreign Language Education, Computer Education and Instructional Technology, Fine Arts Education, Special Education, and Education of Religion and Ethics. Undergraduate education is provided in the Departments of Educational Sciences in the field of Guidance and Counselling, Turkish Language Education, Primary School Mathematics Education, and Elementary School Teaching.

Ph.D. studies are provided in the Department of Educational Sciences; M.A. programs are provided in the Department of Educational Sciences and in the Department of Primary Education in the fields of Mathematics Education and Elementary School Teaching, and the Department of Foreign Language Education. In addition, a Teaching Certificate Program is available

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for the graduates of the Faculty of Arts and Sciences and other eligible fields in cooperation with Continuing Education Center in our faculty.

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Postal code: 27310

Phone number: 00903423716285, 00905393506241

Email address: erdalbay@hotmail.com

Bussines adress: Gaziantep Üniversitesi Eğitim Fakültesi

Town or City: Gaziantep

Postal code: 27310



Gerda Kummer

Family name: Kummer
First names: Gerda
Date of birth: 27.09.1955
Pace of birth: Forchheim
Civil status: Married, 2 children,
(31/28 years old)

	Education / University/Job
1962- 1966	primary school
1966 – 1975	grammar school (Herder Gymnasium Forchheim)
1975	high school diploma (Abitur)
1975-1978	studies of teacher for elementary schools
1978	1st State examination
1981	2nd State examination
1981-1994	teacher in several primary and secondary schools
1994	Montessori-certificate
1994 – 1996	founder and head teacher of the private Montessori-school in Forchheim
1996 – 1997	vice headmaster of the elementary school in Heroldsbach
Seit 1998	since 1998 Teacher trainer for primary school education (seminar for studies in primary school education)
Seit 2005	member of the external evaluationteam for quality assurance at elementary schools in surrounding districts

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Description of the institution

Seminar for studies in primary school education

I am working as a trainer for a group of young primary school teachers.

After their studies in university, young teachers enter a probation period, during which they attend seminars on teaching and didactics twice a week in addition to teaching their own class.

Twice a week, they have seminar days, where they focus on specific topics around teaching. These workshops are in a special room I like to call "studio for learning". Sometimes we hold classes with pupils in the same room. This room is established at an elementary school in Heroldsbach.

During the remaining time I visit the young teachers in their own classes (in different schools) to give advice on the practical side of their teaching methods.

For two years 10-12 young teachers are learning together in such a way. After this time they have to take the 2nd state examination.



Mikko Hartikainen

My name is Mikko Hartikainen and I currently work as a counsellor of education at the Finnish National Board of Education. FNBE is responsible for drawing up the national core curricula different levels of education. It also evaluates learning results and provides many different information and support services for the education sector.

<http://www.oph.fi/english>

My expertise is in the field of visual arts and culture. My tasks

comprise developing arts education at the levels of pre-school, basic education, general upper secondary education and basic education in the arts (voluntary education). My duties also include tutoring and giving expert guidance for the media, ICT and arts education projects funded by educational development programmes.

Before I started here at the FNBE, I worked 12 years as the visual arts teacher mainly at general upper secondary schools. I have also worked as the lecturer of visual arts education at the University of Helsinki and at the University of Art and Design (Aalto -university).

This is going to be my second study visit experience. Three years ago I had a chance to visit Světlá nad Sázavou in Czech Republic. That unforgettable study visit dealt with the quality assurance in the field of arts and crafts at vocational secondary schools.

There are many reasons why I wanted to participate this year again. Firstly I'd like to share my experiences with the Finnish education and curriculum system and ongoing reforms within. Secondly I'm willing to see, collaborate and learn more on curriculum development plus ICT in education in other European countries. I'm particularly interested in integrative nature of learning; how it can offer multiple possibilities to build bridges between disciplines on the school level. In other words I'm engaged to share and willing to learn more on the holistic and inter-disciplinary nature of arts education.

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Peter Jonsson

Present position: head teacher

Institution: City of Gothenburg, the burrough of Western Gothenburg, sector of education, pre-schools

Education: Teacher education, Principal education

European work: Arion study-visit to Scotland regarding ICT, 2007 Comenius Partnership,

Associated Partner, 2008-2010

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Isabel Diaz Picón



Family name: Diaz Picón

First names: Isabel

Date of birth: 16.1.1972

- 09/2006-08/2011 Secondary education teaching professional
To teach administrative, business and economic subjects.
Erasmus Programme Coordinator
Provincial Management of Education and Culture Ministry
"Antonio Calvín" Secondary High School. C/ Ejido-
Calatrava, 3, 13270 Almagro (Ciudad Real) (Spain)
Education
- 09/2005-08/2006 Secondary education teaching professional
To teach administrative, business and mathematics
subjects.
Tutorship of firsts secondary level class
"Azuer" Secondary High School
Manzanares (Ciudad Real) (Spain) Education
- 09/2004-08/2005 Secondary education teaching professional
To teach administrative, business, accounting subjects
"Consaburum" Secondary High School
Consuegra (Toledo) (Spain) Education
- 09/2003-08/2004 Secondary education teaching professional
To teach administrative, business, and economics
subjects
"Mercurio" Secondary High School
Almaden (Ciudad Real) (Spain)
Education
- 02/2003-05/2003 Secondary education teaching professional
To teach administrative, computer and business skills
"Azuer" Secondary High School
Manzanares (Ciudad Real) (Spain) Education

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09/2000-08/2001	Secondary education teaching professional To teach administrative, accounting, finance and business skills "Alonso Quijano" Secondary High School Quintanar de la Orden (Toledo) (Spain) Education
12/1999-04/2000	Secondary education teaching professional To teach administrative, finance, accounting and economics subjects "Azarquiél" Secondary High School Toledo (Spain) Education
01/1997-11/1999	Administration department manager Administrative and financial tasks CUNAS CAYDI (José Cachinero Gomez) Córdoba (Spain) Activities of households as employers; undifferentiated goods -and services -producing activities of households for own use
06/1996-11/1996	Administration department manager Administrative and financial tasks CUNAS CAYDI (José Cachinero Gomez) Córdoba (Spain) Activities of households as employers; undifferentiated goods -and services -producing activities of households for own use



Carla Sabatini

I have a degree in Sociology and in addition a second level Master degree in Education Sciences. I have been teaching Tourism Studies for 25 years in the vocational school "Giulio Verne" in Rome, where I am also coordinator of projects concerning the accomplishment of the right-duty to education and training and remedial courses for students. I have published books and other papers regarding my subjects. IPSC "Giulio Verne" is a State vocational school situated on the outskirts of Rome (Italy) and attended by more than 500 pupils

aged 14-19. It has two branches: trade and tourism.

The curriculum includes lessons concerning cultural and technical subjects and work experience in various companies and institutions.

Other activities organised by the institute are: remedial courses for students with unsatisfactory school results; ECDL, language and professional courses and exams; participation in sport competitions; programmes for students with special needs; school trips aimed at improving knowledge of specific product sectors or tourist destinations.

After the school leaving exam the students can enrol at University or gain access to the labour market.



Tom Majer

Tom Majer, a Slovenian-Canadian, has worked in schools on 3 continents and has taught the entire vertical, from kindergarten to university matriculation and at post secondary institutions. He is a practitioner trained in both classical and alternative methods as well as mother tongue and foreign language. Tom has experience working for the National Education Institute Slovenia and for the National Testing Centre. He does consultation work for an international language company, continues to do professional development seminars

and workshops for language teachers and schools, works with practicing student teachers, and does CLIL for elementary schools. He has created course materials, published materials for second language learning and has his own language-based web site. In his current role as

a a class 1 teacher at the British International School of Ljubljana, Tom teaches children from 8 different countries, incorporating elements of each culture into the classroom environment. He predominantly uses Steiner concepts, intertwined with elements of Montessori and Wambach pedagogy into the English (UK) curriculum. He team teaches in an "Open Classroom" and text book-free environment, thematic-based, cross-curricular programme.



Kate Walker

Short description of your institution

Southampton Solent University is a higher education institution of 17,000 students based in Southampton, United Kingdom. It is a centre of applied research in design and advanced technology, maritime, fine art, history of collecting, film, media and cultural studies, law and a broad range of business disciplines. The university strives to work with local business and professional bodies (for example the British Computer Society) to

keep the qualifications it provides relevant and immediately useful upon graduation.

The university recruits a significant proportion of its students from a widening participation background - often there is no history in students' families of post-compulsory education and many belong to lower socio-economic groups. A number of staff deliver outreach work in the local community in order to raise the aspirations of young people and to promote Higher Education as a viable, worthwhile option.

Short Personal History

I graduated from the University of Edinburgh with an M.A. in the field of American Studies. Upon completion of my degree, I taught English in a Swiss public high school before returning to the United Kingdom to take up my current role. I run a curriculum enrichment programme for upper primary school pupils (aged 9-11) which has worked with more than 3,000 pupils both in their schools and during follow-up visits at the university. We offers sessions in forensic science, photography, fashion, robotics and animation, although we also offer bespoke subjects too.



Ruby Donaghy

I have been teaching in the college since 1995 and have responsibility for the BTEC National Diploma in Health and Social Care in the Omagh campus. Currently we have two 1st year and two 2nd year classes with a total of 55 students, these students are mostly 16-18year olds. The course is a vocational course Level 3, (A level) standard. The majority of our students would go to university or Higher Education.

I have a tutorial role as well as a teaching role and this is quite demanding as we have students with a range of abilities and personal circumstances.

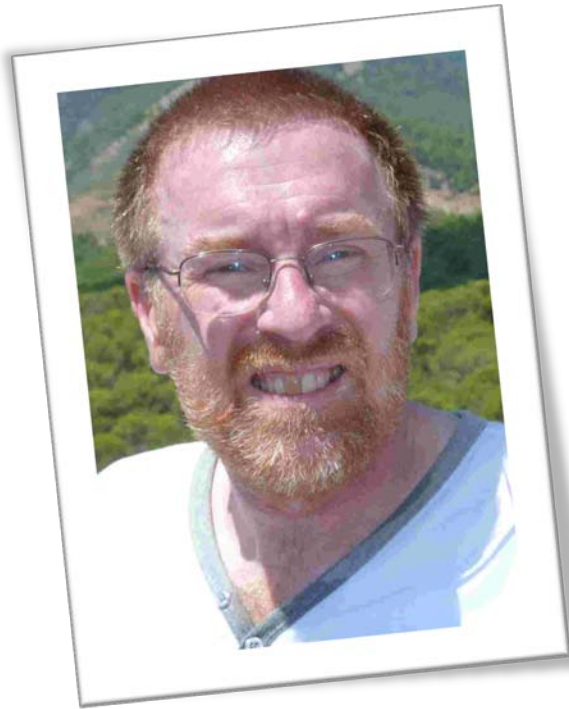
I liaise with team members, senior management and other curriculum managers across four separate campuses within the College. I support my teaching team through team meetings and on an individual basis. I have responsibility for curriculum development, review and implementation in my area ensuring that we are providing the students with a good quality course in line with the awarding body (EDEXCEL).

Within my curriculum manager role I also have responsibility for Business students/staff within the Omagh campus of the college.

As Curriculum Manager I also look at recruitment, retention and results of the students and address any issues affecting these with my line manager.

I have never been on a transversal study visit before and I feel this opportunity will broaden my experience which would in turn reflect in my teaching practices.

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Geoff Rutherford

I am the Headteacher of a small primary school (140 pupils aged between 4-11 years old) on the slopes of the Malvern Hills. I have been the head there for 10 years, was the deputy head there for 5 years prior to that and have also taught in Somerset and Kent.

The school has a reputation for its curriculum (information can be found on the school website: www.wyche.worcs.sch.uk) and I am therefore keen to look at the curriculum in different cultures and societies. The school has a

constructivist teaching philosophy and much of its pedagogy is child-centred and focused on the developing a curriculum that seeks to replicate skills found in the real world. I attended an exchange visit to Finland in 2008 and the experience was invaluable in terms of broadening my mind and refreshing my thinking and thoughts on teaching and learning.

Outside of school I enjoy most sports and a wide variety of music. I am 51 years old, married with three children and have a receding hairline and the flecks of grey in my beard to prove it.



Yvette Anné

The organization:

I work for: Provinciaal Onderwijs Vlaanderen is a representative association for Provincial education (organized by provincial authorities in Flanders = the Flemish speaking part of Belgium).

My job:

I am a pedagogical adviser and I work for the centers of part-time learning and working. From the age of 15 or 16 pupils can transfer to part-time education. They

attend 15 teaching periods per week and supplement those periods with work experience that corresponds to the training. Through this type of education young people who don't fit in the regular school system can gain a qualification certificate.

I give advice and pedagogical guidance to 8 centers. I help them –on their demand – to set up an internal system of quality assurance based on self-evaluation. As a critical friend I advise, guide and provide information to teachers through individual and group sessions (learning communities). Together with another colleague I organize training days for teachers and facilitate networking.

I am also an active member of the board of @Tractief – an organization that gives training to teachers who guide youngsters in their search for a suitable work experience.



Nada Simic

My name is Nada Simic and I work as the Principal in the primary school called Trnjanska in Zagreb, Croatia. My school is old over 110 years, we have a small number of classes (8 clases) and fewer number of pupils.

Moto of our school is that we are school where your child goes happily. My teachers know the name and surname every child in school, contributing to intimacy and understanding in their daily work with children and parents.

The school is situated in the center of Zagreb near the river Sava. I try to be good manager

and since the last three years, we have edited the school environment with children's playground, the restrooms, we have edited part of a vast but beautiful basement space for the cabinet and continue to get healthy and have energy-saving lighting according to EU standards. As the principal I try to provide and give opportunity to my teachers in their lifelong education , they go to seminars Comenius, painting on silk, we have various programs of prevention (eg.Cap-prevention program of child abuse)

Our school have a successful integration and inclusion children with disabilities and special needs (eg children with Down syndrome), we go to different competitions and we have observed results. Our students have received many awards in illustration, we have the international recognition of Japan The school has a very successful collaboration with kindergartens in the vicinity, good cooperation with the church and neighborhood, with local community.

Of course, Because we a small school we have a smaller number of employees.so we miss the team, but having the enthusiasm and love towards our work we solve all the problems successfully and contribute to a pleasant working atmosphere.

And something about myself. I am married and I have two children and australian silky terrier.

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EDUCATION SYSTEM IN CROATIA

The education system in Croatia include:

- Pre-school education
- Compulsory and free eight-year primary education for all children from 7—to 15
- Secondary education
- Higher Education

Secondary education system in Croatia includes general education(or high school), vocational education(tehcnical,trade) and art schools. Higher education includes universities, colleges .

Ministry of science, Education and Sports is responsible for education in Croatia at all levels as primary, secondary and Higher Education.

Primary education organisation has two degrees :

- **four years of junior school (children from 7 to 11 taught by one teacher)**
- **four subject teaching for children from 11 to 15 taught by more teachers depending on the number of subjects**



Denisa Ďuranová

PhDr. Denisa Ďuranová graduated in English language and literature and Philosophy from the Faculty of Arts, Constantine the Philosopher University in Nitra; she passed the examina rigorosa in Politics. She has been working in the field of education since 2001, as an English teacher in lower secondary education, currently as an educational researcher for English as a foreign language in lower and upper secondary education at the National Institute for Education, Slovakia. She deals with research and development in the field of

foreign languages, works on creating proposals, conceptions and educational documents dealing with the development of general education, especially in the field of foreign languages. She cooperates in coordination of language policy in the European context and the implementation of the European projects: the European Language Portfolio, the European Indicator of Language Competences. She is a coauthor of the pedagogical documentation for foreign languages - parts: Linguistic Register, Linguistic and Intercultural Dimension.

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Phone number: 004212/4927611



Zuzana Fatulová

PhDr. Zuzana Fatulová, PhD, graduated in specialization Social Work aimed at Roma Minority, studied at the Faculty of Social Sciences in Nitra. In year 2011 she achieved scholastic degree PhD in Social Sciences. She has been working in the National Institute for Education since 2003, currently as a scientific and development expert in the department of General Pedagogy, Psychology and Special Pedagogy and is coordinating the education of students from socially limited backgrounds. She also cooperates with a university where she deals with expert and teaching

activities. She is a consultant for bachelor and master theses focused on the problemacy of social work with socially disadvantaged groups.

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Phone number: 004212/49276314

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Lubica Bizikova

Graduated from the Faculty of Philosophy Comenius University in Bratislava. My present position is a head of Department of General Pedagogy and Psychology, working as a pedagogical psychologist in the National Institute of Education. I am especially interested in emotional literacy as one of the most important way of prevention of social pathological phenomena of school age children.

My work experience

Present – 2006, National Institute for Education, Bratislava

Research, monitoring and implementation of educational innovations into the education system

2005 – 2000, Public Health Authority of Slovak Republic, Bratislava

Expert on Health promotion and protection - leadership and coordination of relevant projects, drafting documents, communication to media and public

2000 – 1997, National Centre for Health Promotion, Bratislava

Participating in drafting health promotion policy documents, primary health prevention consultancy for young and adults

1997 – 1982, Counselor and teacher in Secondary school, Bratislava

Pedagogical and psychological counseling to pupils and teachers, teaching psychology – as a school subject

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Ľubica Bagalová

PhDr. Ľubica Bagalová, PhD. graduated from the Faculty of Philosophy and the Faculty of Education, Comenius University in Bratislava. In her dissertation thesis, she deals with the development of pedagogical innovations in Slovakia, as well as with a pedagogical research in this field. Since 1976, she has worked as a teacher at primary

schools, secondary schools and universities. She functioned in management positions; she dealt with methodological work and teacher training as a trainer for innovative educational programs. For nine years she has participated in the experimental verification of the innovative educational program Integrated Thematic Instruction/ Highly Effective Teaching Education Model, its development and implementation into practice. She is interested in the curriculum integration of subjects on the thematic basis, the key content development and applicable tasks based on Krathwohl's Taxonomy and Gardner's Multiple Intelligences. She has focused on the development, verification and implementation of the methodology for the development of a supporting social climate, personal and social development of pupils. She is an author and co-author of publications and articles in the field of development education and the Ethics textbook. Currently she works as an educational researcher for innovative methods and programs and experimental verifications in pedagogy at the National Institute for Education, Slovakia. She also does volunteer work in many non-governmental organizations dealing with the distribution of innovations into a pedagogical process and teacher training.

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National Institute for Education

The National Institute for Education (NIE) reports to the Ministry of Education and assist as scientific and professional institute. It is the oldest and most important scientific-research institution in the field of education and educational research in Slovak Republic. Goals: applied educational research, consultancy, methodology, and educational activities. It focuses on the development of concepts, focusing on the content of education, professional training materials for school policy and practice of schools and school facilities, forms conceptual and application outputs necessary for the application of educational activities in schools, school facilities, management and methodological work of the state bodies of administration in education.

The main mission is to design the school environment to be a place respecting the human rights and principles of democracy, assist in the education process to form pupils` cognitive, interpersonal and social skills for their future life and the follow-up education.

NIE responded to the new challenges and social changes in the EU, which inspired to reform the educational system. At the time, when school reform in Slovak republic (2008) started, the institute focused on educational content reforming, implementation of the concept of teaching foreign languages, a new concept of textbook policy, experimental verification of educational programmes, national and international measurement of outcomes, for projects as VEGA, KEGA, ESF and other international research tasks. In this context, NIE participated on designing of The National Education Programme for Primary (ISCED1), Lower Secondary (ISCED2) and Higher Secondary Education (ISCED3) as well as various specimen school educational programmes. The typical feature of new and recently introduced school reform is the emphasis put on the competence approach in education.

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