

PROGRAMM COUNTRIES

27 EU Countries and their overseas territories.

Iceland

Norway

Liechtenstein

Turkey

North Macedonia

Serbia



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Triesting

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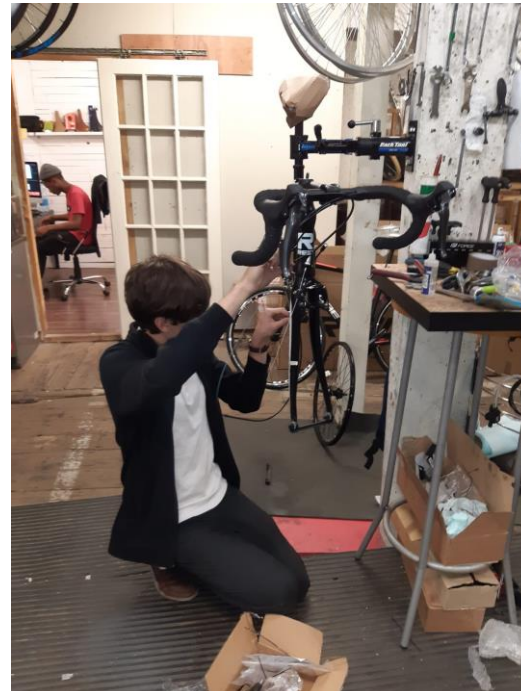
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Erasmus+

Programm period 2021-2027



**Between 2021 and 2027
Austrian Steiner School
students and staff have
the option to go abroad
within the EU!**

RUDOLF STEINER SCHULVEREIN IM
RAUM BADEN

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Erasmus+ School Education

In March 2021, the Rudolf Steiner Schulverein's application for accreditation as a consortium in the new Erasmus + School Education Programme 2021-27 was approved. Students and staff of the participating mandate schools will thus have the opportunity to carry out various activities with the support of Erasmus+. Budget requests are made annually and more Austrian Waldorf schools can participate in the programme.



Group Activity FWS Innsbruck

WALDORF PROJECT PARTNER SCHOOLS IN AUSTRIA

Landschule Schönaun: Angelika
Lütkenhorst, consortium coordination
Coordinators at Mandate Schools:
FWS Graz: Sigrid Lagarde, administration
FWS Innsbruck: Teda Neyer
FWS Klagenfurt: Elisabeth Schleicher
FWS Linz: Sabrina Pfeiffer-Klug
RSS Salzburg: Birgit Schwab
WSKS Graz: Jerome Menges
RSS Wien Mauer: Ulrike Borovnyak
Sonnenland Schule: Bernadett Pinter-
Dobronyi
RSS Pötzleinsdorf: Peter Zeitler



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Aims

Aim of our project is to organise high quality internships and school visits in other European countries, through which our students can, on the one hand, get to know the culture, working world or school system in another European country and on the other hand expand their personal, professional and social competences. Furthermore, group activities can be carried out involving joint activities with pupils from partner schools abroad. For staff, the programme offers some educational opportunities, such as attending courses, job shadowing or teaching at partner institutions. These activities improve the quality of education in the schools and support internationalisation efforts. With the help of the programme, participating schools should actively promote inclusion and diversity, including linguistic diversity, environmental sustainability and digital education.



HOW TO TAKE PART

The Erasmus coordinators are the first point of contact for both- students and staff. They present the programme and the different opportunities in parents' evenings, in the teaching staff and in the classes. They support the teachers in preparing the students, who want to participate in the programme as well as in organising the activities. School staff is supported by the programme in professional development, networking, cross-border cooperation and the use of innovative practices in teaching and school development.

PREPARATION

For students on short or long-term stays, linguistic, cultural and educational preparation is very important to ensure a successful stay abroad. Students learn to use the Europass tools, attend language classes, learn about the culture and way of life of their chosen country and learn about entry formalities. For long-term school visits, they take part in the Erasmus National Agency's Pre Departure Training.



Activities

FOR STUDENTS

Group mobilities: A group of students accompanied by their teachers visits a school abroad for projects and collaborative learning. (2-30days)

Short term mobility: Students go abroad to study or for a workexperience. (10-29days)

Long term mobility: Its the same as short term but for longer (30-365days)

FOR STAFF

Structured courses: Attending a course abroad (2-10days)

Job shadowing: At a school or institution abroad (2-60days)

Lectures: Expert teachers go abroad for teaching (2-365days)

FROM ABROAD

Invited experts: Experts for special topics can be invited (2-60days)

Teachers in training: Can come to the schools. (10-365Days)



Präsentation at WS Karl-Schubert Graz

FOLLOW UP

Evaluation meetings with the student participants of long-and short term mobilities from all schools are important for follow up work as well as for quality control. These meetings end with a public presentation in order to prove the progress in learning, sociability, civic and cultural awareness and communication skills. A special focus, however, lies on personality building forces such as enthusiasm, growing independence and increased self-confidence.

