

## Erasmus Policy Statement

Ies Serra d'Espada is a public school which depends on The Conselleria of Education of Generalitat Valenciana (Valencia Regional government). This school offers official higher and middle-grade vocational training, baccalaureat and secondary studies.

Our superior-grade vocational training studies are as follows:

- Development and manufacturing of ceramic products (Glass and Ceramics family)
- International Trade and Commerce (Commerce Family)
- Mechatronics (Industrial Maintenance Family)
- Automatism and Industrial Robotics (Electrician Family)
- Administration and Finance (Management Family)

IES Serra d'Espadà's international strategy aims towards developing its internationalisation through the participation of staff and students in mobilities, in favour of non-discriminatory policies.

Our priorities are looking for strategic alliances and partnerships for knowledge. We pursue a clear policy towards the development of integrated, transnational teaching activities.

Following our staff and participants' needs, it is also important to move forward towards innovation (modernisation) which will be reflected in class and will help students get a more competitive and meaningful learning.

In order to help us develop an international project we will use the previous experience of this school and some of the teachers' in mobilities carried out in the past.

### A) HOW WE CHOOSE OUR PARTNERS

When it comes to choosing partners, our priorities are the common contents of the participating studies together with the working language, which must be English. Our participants must have a necessary level to participate in those.

Regarding students' traineeship, If there are any subsidiaries in Spain and in the destination country we will value it as positive to future employment expectations. Additionally, educational centres which offer the same or equivalent studies will be valued positively too.

### B) GEOGRAPHICAL AREAS

Countries with a similar industry to the one in our area, which has a large number of companies involved in the ceramic sector will be chosen. Some countries may be Germany, Portugal, Italy, France and the Republic of Ireland.

Additionally, we consider as a preferent partner the countries where the educational system has been proved to work effectively and with good results. Examples of such countries are northern countries such as Finland and Norway.

Another priority is choosing countries with a similar culture and language, such as Italy and Portugal where students with a lower English level will probably adapt better.

### C) MAIN OBJECTIVES

We will emphasize in developing a number of objectives as explained below:

- to gradually achieve a degree of internalization of our school.
- to succeed in their training module workplaces for students, adapted to the labor requirements of the EU level.
- to understand the economic and social environment of the country.
- to improve communicative and linguistic skills and personal relationships.
- to facilitate the employability of our students at a national and European level.
- to acquire work experience.
- to establish business contacts.
- to exchange experiences between teachers.
- to improve methodologies and job shadowing between teachers.
- to get relationships between different schools.

### TARGET GROUPS

The mobilities will affect both teachers and students. Our participants will belong to superior grade vocational training from the following families:

- Development and manufacturing of ceramic products (Glass and Ceramics family)
- International Trade and Commerce (Commerce Family)
- Mechatronics (Industrial Maintenance Family)
- Automatism and Industrial Robotics (Electrician Family)
- Administration and Finance (Management Family)

The participation in such mobilities will have a formative nature, devoted to innovation, modernisation and research or development of thematic networks between different schools. Additionally, the students participating in traineeship will have the possibility of being part of the working field of the partner countries they participate in.

In order to create the institution's strategy, our HEI will publish the ECHE Charter including all the information related to the school's internalization in our school's website.

At the beginning of the school year, all the teachers part of the Erasmus+ committee created for such purpose will carry out meetings aimed at interested participants so that we can inform them about the option of carrying out their internships in European companies as well as participating in mobilities to improve their knowledge of the target areas.

Our HEI will promote actively that students from disadvantaged groups can participate in internships and can broaden their studies and that their needs are supported.

The students who are willing to participate in an Erasmus+ programme will have to complete their Europass CV and a covering letter where they will explain the reasons why they are interested in participating in this programme together with their expectations about it.

The Erasmus+ committee will consider and decide which modules are more appropriate to be part of the Erasmus+ programme.

In case of mobility for further school training in other European schools, the partner centre will receive a proposal. A personalised cooperation agreement will be created, which will be signed by the three parties involved in the process: the home school, target school and the student.

In case of developing FCT internship in European companies, the Erasmus+ committee and the school's responsible for FCT internship will choose the most appropriate company's profile and will elaborate a cooperation agreement which will be signed by the three parties involved in the process: the company, the home school and the student.

The cooperation agreement will include the objectives, competences, tasks and evaluation. Additionally, there will be a personalised feedback via telephone and email by the tutor.

The teachers involved in the Erasmus+ mobilities will present a Europass CV which will show the level of language required to communicate with the partner country and will enable the teacher to communicate efficiently. Each participant teacher will develop their own Working Plan for teaching/learning exchange. Once the teacher training mobility is over, they should develop a report and share their experience with the rest of the teaching staff in order to foster the mobility's result and impact and to make the programme visible.