

PERSONAL INFORMATION

EKATERINI, MARIA PAPAS-ROTKO



PERSONAL STATEMENT

I am a professional English teacher with 38 years of experience in teaching in all types of schools including technical and vocational ones. My priority however are secondary and higher secondary schools of general education.

I have been teaching English both at school as well as conducting private tuition for students preparing to any type of exams starting with KET finishing with IELTS.

My process of teaching can be characterised by modern student- oriented approach with the application of ICT technologies. I use educational applications, implement elements of informal education through experience. I introduce Project Based learning into my way of teaching and for three years I have been mentoring on that topic at school giving lectures and coordinating Erasmus+ projects both for teachers and students. In 2014 i was a laureate of Good Practise in the EU programme of Individual Teachers Educational Mobilities.

I am an open, friendly person with a lot of goals to achieve. I love working in teams in whatever role is designated to me. i can be a leader but have no problems with collaborating as a member of the collective.

WORK EXPERIENCE

01/09/2014–Present

Teaching professional

Melchior Wańkowicz High School
Witosa 18, 40-169 Katowice (Poland)
<https://wankowicz.edu.pl>

- teaching English to secondary and higher secondary students
- teaching PBL to secondary and higher secondary students
- coordinating the European Union projects. Erasmus+
- mentoring on innovative learning- teaching techniques and methods
- establishing and maintaining international contact with partnering institutions
- dissemination of projects intellectual results
- administration of school and project websites and social media.
- examiner

Business or sector Education

01/09/2011–31/08/2014

Teaching professional

Spółeczne Towarzystwo Edukacyjne OMEGA, Katowice (Poland)
the same as above mentioned

01/09/2009–31/08/2011

Teaching professional

Gustaw Morcinek Technical School of Gastronomy, Katowice (Poland)

- teaching professional English to waiters, cooks and future workers in restaurant industry

- preparing students to maturity exams.
- examiner

01/09/2006–31/08/2014

Teaching professional

General Stanisław Maczek High School, Katowice (Poland)

- teaching English
- preparing students to maturity exams
- examiner

EDUCATION AND TRAINING

01/10/1983–30/09/1994

Master's Degree in English

EQF level 8

The Silesian University, Katowice (Poland)

ENGLISH
PBL

PERSONAL SKILLS

Mother tongue(s) Polish

Other language(s)

| | UNDERSTANDING | | SPEAKING | | WRITING |
|---|---------------|---------|--------------------|-------------------|---------|
| | Listening | Reading | Spoken interaction | Spoken production | |
| Greek | A2 | A1 | A2 | A2 | A1 |
| English | C2 | C2 | C2 | C2 | C2 |
| M.A. in English Studies Certificate in English | | | | | |
| Italian | A2 | A2 | A2 | A2 | A2 |

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills

As a project coordinator I have developed communication skills especially with students but also with partners of different cultures and religions.

Organisational / managerial skills

- coordination - Erasmus+ projects
- organization of big format events like charity concerts, international students' exchange

Job-related skills

- mentoring skills- conducting lectures on PBL, CLIL, Non-formal education, etc
- translational skills

Digital competence

| SELF-ASSESSMENT | | | | |
|------------------------|-----------------|------------------|------------------|-----------------|
| Information processing | Communication | Content creation | Safety | Problem solving |
| Proficient user | Proficient user | Proficient user | Independent user | Proficient user |

Digital competences - Self-assessment grid

Interactive White Board Training
Modern Technology in Education

Driving licence B1

ADDITIONAL INFORMATION

Courses - **"ICT and Education In the Heritage City of Bath"**
GREAT BRITAIN (Bath) - 3-14.03.2014

- **"Applying non-formal education in schools and adult education organizations - ITALY (Bologna) - 10-16.07.2016**

- **MOOC Series**

"Cultural Diversity"

"Raising Awareness about the Situation of the Newly Arrived Migrants"

"Integrating Newly arrived Migrants in Schools courses"

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Mother tongue(s)

Polish

Other language(s)

Greek, English, Italian

Greek
Self-assessment of language skills

| UNDERSTANDING | | SPEAKING | | WRITING |
|--|--|---|--|--|
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| A2 Basic User | A1 Basic user | A2 Basic User | A2 Basic User | A1 Basic user |






Certificates and diplomas

| Title | Awarding body | Date | Level* |
|-------|---------------|------|--------|
| - | - | - | - |

Linguistic and intercultural experience






| Description | Duration |
|--|----------|
| <p>Using languages while living or travelling abroad: For communication on Erasmus+ programmes as the language complimentary to English. My father is Greek, so the language used to be once used at home as a second language, however neglected a little further on</p> <p>Project MIGRANT - Erasmus + - Ka2</p> <p>Greek used during preparatory meeting in Turkey November 2015 and all the time of project lasting 2016-2018</p> | - |

English
Self-assessment of language skills

| UNDERSTANDING | | SPEAKING | | WRITING |
|--|--|---|--|--|
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |






* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).

| | | | | | | | | | |
|--|--|-----------------------|---|-----------------------|--|-----------------------|--|-----------------------|--|
| C2 Proficient user | | C2 Proficient user | | C2 Proficient user | | C2 Proficient user | | C2 Proficient user | |
| Certificates and diplomas | | | | | | | | | |
| Title | | | Awarding body | | | Date | | Level* | |
| M.A. in English Studies | | | The Silesian University in Katowice, Poland | | | 20/06/1994 | | C2 | |
| Certificate in English | | | Bath Academy | | | 17/03/2014 | | C2 | |
| Linguistic and intercultural experience | | | | | | | | | |
| Description | | | | | | Duration | | | |
| - | | | | | | - | | | |

| | | | | | |
|--|--|---|--|--|--------|
| Italian | | | | | |
| Self-assessment of language skills | | | | | |
| UNDERSTANDING | | SPEAKING | | WRITING | |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing | |
| A2 Basic User | A2 Basic User | A2 Basic User | A2 Basic User | A2 Basic User | |
| Certificates and diplomas | | | | | |
| Title | | Awarding body | | Date | Level* |
| - | | - | | - | - |
| Linguistic and intercultural experience | | | | | |
| Description | | | | Duration | |
| Using languages while living or travelling abroad: Self education or occasionally on private tuition courses. The language used on the occasion of travelling or to contact partners in the Erasmus+ projects e.g. MIGRANT, 2018-18 | | | | - | |

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Common European Framework of Reference for Languages - Self-assessment grid

| | | A1 Basic user | A2 Basic User | B1 Independent user | B2 Independent user | C1 Proficient user | C2 Proficient user |
|---------------|--|---|---|---|---|--|--|
| Understanding |  Listening | I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. |
| |  Reading | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| Speaking |  Spoken interaction] | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| |  Spoken production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| Writing |  Writing | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |

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