Job Shadowing Activity : FINAL REPORT

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My experiences with European projects started in 2000 with “Progetto LINGUE 2000”. Then the Comenius Project was introduced : it aroused my curiosity so I applied to both in- service training and partnership projects.

 Thanks to these projects I had the opportunity to meet colleagues from every part of Europe, to compare our teaching methods and strategies and, why not, make new friends. They have widely contributed to my professional and personal growth .

This is the reason why I decided to apply for a job shadowing experience, completely new to me.

I shadowed a school in Forssa, Finland. It was an upper secondary school, much smaller than Liceo “A. Manzoni”, with 500 students aged 16-19 and 30 teachers, clean, warm and with all facilities and services for students and teachers.

The italian team received a very warm welcome both from the Headmaster and from all the finnish colleagues. They made their best to make us feel happy and comfortable.

I really appreciated the possibility to compare finnish and italian teaching methods and strategies, which are not so different, except for the great availability of tools (new technologies) that makes the job much easier and suitable for young learners.

Also the students were very respectful and much quieter than italian students. What I liked least was the lack of communication between teacher and students.

 One of the finnish colleagues explained the new role of the teacher: he/she is a sort of a guide for the students, he/she has to help them in their learning process, without interfering. So the english lesson consisted in listening to interviews or watching videos , then they made comprehension exercises both oral and written, but there was no interaction between teacher and students.

Moreover students were never tested orally.

Surprising was the authorisation given to students to use mobile phones during the lessons, for didactic purpose, of course. All the products made by students and materials were uploaded on the PEDANET platform, also used for communication by the staff .The italian team also observed the lab where digital examinations took place during the school year and experienced a mock exam.

Finally another considerable experience was the visit to a school for students with special needs. This kind of schools do not exist in Italy but interesting was to observe all the practical activities, like carpentry, the students were involved in. In this way they learned a craft that gave them the possibility to find a job when grown up.

The experiences I had will definitely fit into my education and career plans: I’m going to disseminate the results of the mobility through the e-twinning portal and I’m also going to transfer all the practises acquired to the teaching plans during the teachers team and the department meetings.

 Caterina Iovinella