Job Shadowing Activity : FINAL REPORT

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Thanks to these projects I had the opportunity to met 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.

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.

I describe my observation in class: according to me teaching missed out, their function turned out to be quite marginal. The teacher devoted few minutes to the frontal lesson with the presentation of the theme that needed to be done, then was the turn of the students, divided into small groups, to work through the web and create what would have been used to prepare the final reporting. As the lesson started, he teacher caught the eye on the previous theme and asked questions to see f and what the students had understood afterwards. The teacher introduced in a few words the new subject matter with the LIM and sheets that gave the delineation of what they should have search on the web via cooperative learning, or peer to peer, because they had to write out them (the sheets). Usually, before the end of the lesson, students had to report about the work done and had to get feedbacks from their classmates. It was adopted a methodology that put students limelight, who were asked to do many performances: researching, producing, elaborating, presenting, communicating, estimating. This method, contrary to what can be assumed, didn’t make students feel uncomfortable, because the atmosphere was relaxing and they weren’t pressed: they knew they had much time as the need to show their potential and they also knew that each performance was judged. The final mark was result of a high number of tests, in this way one or two negatives marks didn’t compromise in an irreparable way the final mark.

My observation in gym class: every students went to the changing rooms to put on sportswear. Only a little part of them wore shoes, the most wore socks or they worked bare feet. The teacher, to start, suggested a circuit with different exercises to warm the muscles: the lesion was composed by a short part of frontal lesion and description of the exercises. The work done was either in little groups and on their own. Students listened, exercised alone, in pairs or groups.

Then they played football.

My observation in (indoor sports) arena: there was only a teacher for at least 150 students. They were divided into four circles, the teacher stated to teach how to walzer, in preparation of the prom in march. Instruments used were: speakers, microphones… the teacher step by step went on with the choreography. Students quietly and with a lot of motivation, learnt to dance.

Thanks to these projects I had the opportunity to compare other teaching methods and strategies by all the world.

The Positive aspects that I found in this experience are:

* Equipment avant-garde. Classrooms provided of a pc with the projector
* Hallways furnished in a cozy way where the students can sit and chat while they wait for the next class. In the same way, there are rooms for teachers furnished with a kitchen where they can make themselves a hot drink during the break of 15 minutes, after every 75’-lesson
* The gym is equipped in the most modern way . adjacent to the gym there are four rooms which are used as stockrooms where there are: exercise mats, beams, soccer doors, different size of balls, string, weigh-in … there is also a room with the piano and a fitness room.

Instead, the negative aspect, for me, is only:

- The integration of the invalid students there isn’t , in that high school there are only physically invalid but mentally normal. Students with sever handicap attend special schools

My experiences 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.

Anna Giovanna Tavarello