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Vialonga JobShadowing
18th - 22nd February 2019

General aim and activities of the JobShadowing Mobility in Vialonga (Portugal)

From 18th until 22nd of February 2019, we as four teacher colleagues from the German Christian-Gottlob-Frege-Schule in Leipzig took part in the Job-Shadowing at the Agrupamento de Escolas de Vialonga in the Suburban Area of Lissabon. <https://www.cm-vfxira.pt/pages/885>.



<http://www.aevialonga.edu.pt> (23.06.2019)

The mobility was mainly focused on hospitation visits during regular and integrative classes. Portugal, among other European countries, takes a leading role in the implementation process of inclusion rights of people with special needs within the school system.

At the school, approximately 1000 kids are being taught by 70 teachers, who are assisted by school assistants (personal companions for kids with special needs). There are teachers with

an educational degree in teaching for special needs kids at the school. They serve as accountants to all teachers. Generally speaking, there are no obligatory courses for regular teachers in the field of inclusion, but a vast offer of webinars concerning the special-needs-issue.

We took part in different subjects with different teachers, learned about the differences and similarities of the school day at the school in Vialonga. Special centre of attention was the implementation and practice of integrational forms of teaching. In many classes, there were kids with (very) special needs, being taught together with the others and assisted and supported by them. This idea and practice were very impressing. This experience gave me new inspiration for future lessons in my own classes including special needs kids. It helped to evolve a better understanding of how integration and inclusion will feel more like a matter of course. The process in Germany is only in rather initial state, because only recently a new law was launched, allowing complete freedom of choice concerning the school form.

One important experience in Vialonga was the relatively much more relaxed atmosphere at school compared to Germany, where there always seems to be much more tension laying underneath the place "school", both noticable with the kids and with oneself as a teacher. A negative aspect was the fact, that teachers spent a comparably long period of the day at school teaching and later also had to prepare their lessons as well. This seems to make the profession of Portuguese teachers even more challenging than in our home country of Germany.