**Erasmus+- ECLIPSE Project, Job Shadowing Report**

Throughout the course of the project teachers have been actively involved in the planning process and delivery of the project tasks. In return, the project has helped teachers to:

* improve their methodical skills of teaching foreign languages, music, art and PE.
* learn and improve their skills of Inter-cultural Learning Education,
* experience job-shadowing in a European school,
* improve their own foreign language skills (English, Spanish, Italian, Slovenian and Turkish); develop a better understanding of foreign languages,
* develop a good foundation for organising the Erasmus ECLIPSE project’s Student Individual Mobility and establish good working relationships with European schools for future projects,
* widen their knowledge on cultural differences in communication styles.

The objectives of the job shadowing programme were to provide opportunities for all partners to enhance their own practice and to share ideas on teaching and learning methodology, assessment and students’ academic progress, different school issues such as Pastoral & Students’ Personal, Health, Social and Emotional development programmes and provision for special education needs. This scheme has opened horizons for partner teachers to life and attitudes in Europe and has helped change their perceptions towards stereotypical ideas and definitely eradicated prejudice, spread tolerance and bridged the culture gap. The focus for this job-shadowing scheme was on the impact it could have on the following areas:

1. **Leadership in context**

All participating teachers viewed the school leadership and management context as being different from their schools’ context. However, they were very impressed by every leader’s dedication for the school and for the children’s learning, but it must be noted that leadership in their schools has certainly a much flatter structure than the one they experienced in Partner Schools. Some partner schools have not got any specialised leadership positions to run the school. They felt that it is important to have in mind the size difference between the schools, but they believed that too many leadership positions can be a challenge. In a complex organisation, it is important to make things simple. Leadership is all about impact. Too many leaders can give an organisation too much impact. . It is important to have a strong head teacher who has a clear vision. The Norwegian head teacher, for instance, is well respected and highly regarded by all staff because he brings the best out of them. He is highly motivated, positive and a good listener. He sets a good example for staff and often admits that he has weaknesses but he is working on sharing his strengths with all his staff. He has a clear vision where the school should be in the future and according to a realistic goals and timeline. In addition the school visits showed that standards and procedures which are led by specialised leaders are important to create a safe environment for their students. Partner teachers will try to adapt leadership styles when developing their own schools as learning organisations.

2. **Impact on teachers’ professional development:**

All participating teachers felt that the scheme have had a positive and constructive impact on their professional development as they were able to attend lessons and observe varying learning and teaching styles and how students learn in completely different environment from their own. Teacher discussions around the partner schools’ provision for SEN, teaching of music, the structure of the day and use of innovative technologies, were vital to exchange ideas on how students best learn, how to cater for a diversity of needs and how to raise students’ attainment and achieve what best they can do.

3. **Impact on the subject(s) they teach**

Teachers have emphasised the importance of students’ voice to inform planning for meaningful learning and gauge their attitudes towards the school. Many ideas have been learnt about the use of classroom assistants, teaching students to become independent learners and give them the ownership for their learning and prepare them for assessments and national exams. The use of new technologies such as Interactive White Boards, online homework activities and resources as learning tools which contribute greatly to enhance students’ learning experiences and reduce teachers’ administrative workload and planning time. Length of lessons, behaviour in lessons or around school and building in regular breaks were aspects which teachers looked into and acknowledged their importance to provide a healthy learning environment, better levels of concentration in lessons and a more relaxed atmosphere both for teachers and students. Relationships between teachers and students are equally of great importance to deal with early underachievement and to device strategies for intervention.

**4. Impact on your school & community**

The idea of a consistent approach to teaching & Learning was the highlight of the job-shadowing visits. Participating teachers’ experiences in the host schools have deepened their beliefs that we, as teachers need to work more collaboratively to share ideas & resources and improve our practice. Partner schools could audit their teachers’ strengthens, work with each other to observe and learn what others can do better. Adopting a ‘Buddy System’ and routinely working with other colleagues in an informal and not judgemental setting will certainly motivate staff, raise standards and help achieve a more consistent high quality teaching and learning model for our students. This goes without to say that appropriate resources and time should be set aside and incorporated in the school calendar to allow staff from different teams to work together and build relationships. Inviting university lecturers, students and advisers will help keep teachers’ teaching and learning knowledge up-to-date. For instance, the Norwegian school allows teachers to use 40% of their time to engage in study and research. This idea will definitely have a deep impact on teachers’ practice and will help them equip their students with the relevant skills to face the world of work with confidence. Innovative teaching will surely develop students’ skills and abilities in order to progress through their education and aspire to achieve academic excellence and economic well-being.

**5. Other Aspects of your host schools**

1. **Students’ Voice**

Listening to students’ views and concerns will improve the quality of teaching and learning provision as well as allow them to enjoy their school life free of any barriers.

* **Case Study 1-** A group of students from ‘Vikeså Skule’ were asked 2 simple questions about lessons and aspects they want to change about their school. Below are their responses:

**Question 1- What makes a perfect lesson?**

Student thoughts in order of importance:

a) Humour (teacher who has a good sense of humour)

b) Discussions

c) Group work/pair work (students learn more by working with others)

d) Clear instructions

e) Teacher providing a ‘success criteria’ (know/understand how to progress and achieve the next level/grade)

f) Challenge (work is not too easy, not too difficult)

**Question 2- What students do you want to change in your school?**

* Students feel that they are given too much homework activities. They feel under a lot of pressure and stress linked to forthcoming exams.
* Parents are supportive of the school but try their best to help their children with homework.
* Students do receive brief written feedback on their work/homework but not detailed enough to highlight how to improve.
* There is no poor behaviour in lessons but in some, low level disruption can be an issue to prevent learning.

**Students want:**

a) Longer breaks.

b) Less writing (too much copying)

c) Teachers to provide them with worksheets rather than copy from books.

* Students don’t find wall colours and decoration in old building inspiring. They want to have a say on how to decorate the old building.
* Students do not know/unsure about what courses to study in Upper Secondary and career routes/jobs they want to do.
* Students want teachers to model answers to allow them to understand how to progress.

1. **Children Safety**

* **Case Study 2: The Norwegian Model**
* A clear simple vision which is summarised in the following cycle:

Happiness Safety Learning

* There is a strong focus on understanding students’ emotional development. Teacher student mentors are given extra responsibility points to deal with students’ problems and have regular sessions with them, contact parents and school nurse to solve issues (mental health, stress, depression, image issues, family problems).
* It is believed that having a small class size allows teachers to know their students well and develop good teacher- student relationships.
* There is a culture of trust and respect between teachers and students. Teachers developed a more relaxed atmosphere, tried to deal with students’ problems and provide a stress free environment for their students where they feel happy and ready to learn.
* Students are reminded to adhere to the school’s standards, be nice to each other and be the best they can be.
* The teachers’ mission is to instil values such as respect and tolerance in their students.
* The school philosophy is summarised as follows:

Roots Wings Rules

* Roots- are the their values and school environment.
* Wings- are the skills to equip them to cope with future challenges.
* Rules- boundaries to adhere to so they can live in harmony.

Teachers are the experts to give students a gentle push to achieve their goals, learn to fly and face the future with confidence.

1. **Independent learning-**

Throughout participating teacher observations, there was a clear vision and evidence of developing students to become independent learners in all partner schools. Developing independent learning is not a one off activity but has to be gradually built in the early years of education throughout a structured framework and delivery in lessons. Students have to feel resourceful, resilient and able to access the learning materials and have the necessary skills to complete activities without having to rely on the teacher. The teacher on the other hand, acts as a facilitator and provides guidance to enable students to skilfully access higher order thinking skills. In one of the lessons that was observed in Norway, students knew what to do, only approached the teacher to ask for clarification and clearly knew what to achieve. Group discussions and work have allowed them to learn from each other and make excellent progress in the lesson. The work was differentiated: for instance, a group of

students were working to complete a grammar activity. Students were helping each other and explaining work to those who struggled. Another group of students worked on computers to research on the internet facts about the topic they were studying. Another group, more able students, focused on improving their writing skills by writing pen pal letters to their English counterparts. This is an excellent example of independent learning, group work & discussion and differentiation.

1. **Sharing good practice**: It was evident that the school management and teachers in some partner schools have less emphasis on exams and data. The schools focus on driving the school standards through collaborative work. Teachers evaluate their own practice and identify their own strengths and areas for development. Teachers and management work collaboratively to support each other and improve their teaching practice and meet the legal educational standards. Keeping systems simple, opening the channels of communication and believing in the integrity of all staff and trust are the key factors in the success of partner schools. There is a strong commitment from the management to support all teachers and achieve a consistent high quality of teaching and learning. Teachers in Norway, for example, can take time out over a 12 months period to attend university courses to improve their teaching practice and update their subject knowledge. This is the true definition of investing in people.
2. **Teacher- student relationships**- This is an area of interest and strength of the partner schools. Students feel relaxed, happy and comfortable around the school and in lessons. Students believe that their teachers and schools are good. The schools provide good value for money and a good service for the public. There is a strong approach to students’ well-being: once you deal with your students’ emotional, mental health and social problems, teachers can teach them, students can learn and achieve their true potential. Wow!!!! That is a powerful approach.
3. **Collaborative but supportive working relations**- There is a strong commitment amongst the school staff at all levels to drive standards up. It was fascinating to see the ‘all for one and one for all’ philosophy in one of the partner schools. There is an effective system of support for teachers which has become an integral part of the school day to day running. The use of the ‘Buddy System’ is an excellent scheme for teachers to support each other. Teachers approach their work with integrity, professionalism and do not feel that they are being judged. This might explain what motivates them!
4. **Highlights of individual teacher impact and areas for development (Quotes)**
5. **Impact on your professional development**

* I was positively impressed by different teaching methods mainly aiming at measuring the students' learning process at each single stage and at following a precise and well-structured lesson. I also took some ideas and hints for motivating students. **(Lara - Italy)**
* The thing that impressed me the most is the ability of teachers to stick to the lesson structure, which helps students to be aware of their learning process; so I think in the future, will try to take example from them. Some lessons sometimes are too long and boring for certain students to break the lesson in two or three shorter periods helps the students to keep up with the the pace. Also being a teacher of English, this visit helped me a lot to understand how the British schools work and I can make my students more aware of it. **(Ilara - Italy)**
* A wide range of teaching techniques – games, visual aids, use of displays, kinaesthetic learning, group/pair work, TA is working with individual or a group of students.
* Challenging activities – students are challenged in lessons and are given different learning activities to extend their abilities.
* Effective use of Teaching Assistants to develop the literacy, numeracy and linguistic skills of SEN students.
* Teachers share their Individual Educational Plans with Teaching Assistants and discuss ways on how to assist SEN students to achieve their full potential.
* Students who have recently joined school from Somalia, Syria and Eastern Europe are thoroughly assessed and a learning plan is devised to support their integration into the school life. A personal tutor teaches them on one-to-one basis. The management could take the decision to place them in the year below to cover the basics.
* Questioning is used effectively in lessons to challenge students’ thinking.

**(Imed – UK)**

* The importance of the discipline and a good behaviour atmosphere in the development of a good and deep teaching and learning. The importance of monitoring and supporting the students to achieve their skills and goals. The value of being interactive, the participatory approach, encouraging students and stimulate participation.

**(Miquel – Spain)**

* In the Spanish school, programmes of study are taught in Catalan and Spanish. Therefore, applicants are required to be fluent in Catalan. The host school organises more trips for their students. Students are given the opportnity to experience and learn better in lessons. The host school gives importance to special days and they hold meetings for the preparation of those special events. Some students have difficulties focusing in lessons and they disturb both their teachers and peers. Teachers need to give them six warnings . Students are so relaxed during lessons**. (Nasiye- Turkey)**

1. **Impact on your subject**

* I appreciated the units in foreign languages books starting from true communicative functions and needs. I think I will encourage my students to work more on an individual basis while in classroom and more actively. I will also work on strengthening the lesson structure and focusing more on all the different stages of it. **(Lara – Italy)**
* I think we should take the idea of teaching ICT at my school , especially because most of students use computers on a daily basis but only for leisure so they should be helped to have a critical view about how to use the computer and internet . We don’t have school assemblies in Italy, we should follow the example, and maybe we could start with one assembly a month to make students conscious of being part of the same community. **(Ilara - Italy)**
* Differentiation is a strength in lessons. Students work in groups on different parts of the topic in hand and help each other. Teacher is the facilitator. Lessons are more student-led rather than teacher-led.
* Independent Learning-

1. students work in groups and learn from each other. The teacher walks around and provides guidance and corrects misunderstanding.
2. Teachers work extensively on improving students’ basic skills, organisational, literacy & numeracy skills.
3. There are clear routines which students are familiar with which allow them them to work independently and make progress in lessons**. (Imed – UK)**

* Extra help from outside by fostering participation by teachers from other schools, other musicians, children from other schools to perform in my school to encourage my students, etc.).
* Resources from the internet, linking my subject to others such as geography, Maths, Languages, etc. **(Miquel – Spain)**
* The use of New technologies to enhance the learning experiences of students -The school has well-equipped classrooms. Students study in a relaxed atmosphere and do not wear a school uniform. They have variety of resources in their classrooms. There is a wide range of teaching techniques which cater for audio-visual and kinaesthetic learners. There is a good relationship between teachers and students. Students can bring their digital books, laptops to lessons. Teachers can use multimedia like YouTube.
* School geographical location is an advantage to encourage a healthy lifestyle- The school is situated near the mountains. It is good for students’ health to take fresh air at breaks. The school has a safe environment; it has a playground and a garden where pupils can play basketball and volleyball. They have no gymnasium at school.

**(Nasiye- Turkey)**

1. **Impact on your school & community**

* I think I will present my colleagues the idea of having regular assemblies to strengthen community feeling in our students. We should also offer our students a wider choice of sports to do at school: Small Heath School students can choose so many compared to ours. I would also like to have classrooms dedicated to each subject and fully equipped to do so instead of moving teachers from one classroom to the other every single teaching hour; in Italy students don't move and stay in the same room most of their school time. During my visit I could get some hints to overcome behaviour problems. **(Lara – Italy)**
* The leadership established a clear vision for improvement and phased focus to drive teaching and learning forward.
* All teachers became increasingly in tune with the leadership vision. There is a feel of coherent and forward thinking vision shared by all staff.
* Improve communication between staff and leadership.
* There is a supportive atmosphere. Teachers work collaboratively in a ‘buddy system’ to improve their practice.
* Clear commitment to teachers’ professional development.
* Head teacher brings all staff together and strives to bring the best out of them. He often praises and acknowledges staff good work and efforts.
* Head teacher is quite open about sharing the school’s strengths and weaknesses. He has identified areas for development, delegated responsibilities to his assistants and asked all teachers to work on improving those areas. He breaks down the areas for development into priorities and deploys his strong staff to work on them.
* There is a strong commitment from the head and the leadership team to develop teachers’ skills and ensure that they equip their students with well-rounded and balanced social, personal and academic skills to prepare them for the future.

**(Imed – UK)**

**•** Using order questioning to develop deep understanding.

* Encouraging students to ask questions.
* Making students more independent to deepen learning and develop understanding by working among them.
* To provide time for students to practice in order to embed learning by teaching and make students more independent practicing what they learnt.
* To encourage a belief in learners that they can improve their performance through supporting and fostering.
* Help or activities from outside the school such as Yoga, implementing debate clubs, relaxation techniques, study techniques after lessons, etc.
* Encouraging teachers´ self-esteem and fostering their performance by debating, promoting their results and positive actions, etc.  **(Miquel – Spain)**
* The Head Teacher, Pilar Rodriguez Forn has a very good relationship with her staff. ‘Vallbona d’Anoıa’ is a small area , all the people know each other very well. It has advantages and disadvantages for teachers and students. Teachers can see their students easily after school. **(Nasiye- Turkey)**

1. **Other Aspects of your host school/observations:**

* Local Curriculum- There is a focus on developing independent learning. Lessons should be more student-led and the teacher acts as a facilitator of learning.
* ICT is not taught as a subject but used as a teaching and learning tool in lessons. Teachers often take students to the ICT suits or send a group (supervised) to work on a particular aspect of the lesson.
* Teachers are ’buddied’ with another teacher to work collaboratively on improving their practice. Teachers identify their strengths and invite colleagues to observe their good practice. There are no teams; teachers work together on developing a curriculum, which suits their students’ needs.
* Use of university students to contribute to staff meetings and developmental plans.
* Use of outside agencies to improve students’ well-being.
* All staff agreed that learning should be relevant, varied, practical and challenging.
* Focus on priorities each year: development of English & Maths curriculum for 2016-17.

**(Imed – UK)**

* The capacity to reinforce and increase attractiveness of the language subjects by relating it to other disciplines like cinema or music. Reading a book in class in an interactive way by checking the film which is based on. Asking questions to the students after a fragment or expert read to make sure they have understood the meaning of some words, the message of the fragment or in order to find synonyms and antonyms. **(Miquel – Spain)**
* Teachers’ teaching and learning strategies revolve around pupils’ involvement, questioning and pair work. Students are comfortable to approach their teachers and express their feelings.

**(Nasiye- Turkey)**