

CRITICAL REFLECTION

JOB SHADOWING MOBILITY

CLIL

PLACE OF ACCOMPLISHMENT

INSTITUTO IES CARLES SALVADOR, ALDAIA, VALENCE

DATE:

FROM - 05/03/2018 to 09/03/2018

INTRODUCTION

The main objectives of the training were to value and contribute to teacher training activities, to contribute to the provision of services to the community, mainly through the development of projects, in partnership.

The selection of Job Shadowing mobility - CLIL occurred because of its implementation in the Agrupamento of Póvoa de Lanhoso School, more specifically at AVE Elementary School, level - 2nd Cycle.

The participating group wanted to ensure the continuous updating of curriculums and enrich the set of learning resources available to students, namely through the use of educational multimedia and communication and pedagogical interaction systems, aiming to increase the overall quality of the teaching provided and foster new forms of pedagogical interaction that, by optimizing learning times of fundamental knowledge and skills, favor and stimulate students' initiative to create a teaching system based on skills development.

WORK PROGRAM

The training was linked to the sharing of practices and experiences of pedagogical methodologies, as well as educational systems through classroom observation (group / peer cooperation), meetings with the school's educational Staff and teachers.

After the classes, meetings, discussions and reflections, took place about the advantages of collaborative work and the integration of technology and web tools as motivation for better learning, participation and entrepreneurship.

PROGRAM

Day 1 (4 th March)

- Teachers' arrival in Valence.
- Accommodation of the teachers.

Day 2 (5 th March)

- Welcome and introductions, School tour
- Presentation of the different European Teams
- Visit to Town Hall

Day 3 (6 th March)

- Meeting with Patricia Alabarta (Coordinator of Multilingual Project)
- Classes with Júlia Albiach (Gamification in the classroom)- classroom observation
- Classes with Sergio Rodríguez (History in English) - classroom observation
- Classes with Paqui Ruiz (Technology in English) - classroom observation

Day 4 (7 th March)

- Classes with Sergio Rodríguez (History in English) - classroom observation
- Classes with Gemma Prieto (NT in the Spanish classroom) - classroom observation
- Classes with Pilar Punter (Biology in English) - classroom observation

Day 5 (8 th March)

- Classes with Pilar Punter (Biology in English) - classroom observation
- Classes with José Vicente Garrigues (Technology in English) - classroom observation
- Meeting with Sergio Rodríguez (History teacher of the Multilingual programme)
- Classes with Paqui Grimaldo (PE in English) - classroom observation

Day 6 (9 th March)

- Classes with Pilar Punter (Biology in English) - classroom observation
- Classes with Sergio Rodríguez (History in English) - classroom observation
- Meeting with Pilar Punter (Biology teacher of the Multilingual programme)
- Departure.

FINAL CONSIDERATIONS

Obviously, the development of multicultural knowledge was extraordinary. The contact with teachers from a different country / culture has greatly enriched us and allowed us to confirm the need to develop more skills, as well as to build a network of contacts for future exchanges.

We consider that the Job shadowing modality has allowed to encompass the various structures of teaching in an experiential and contextualized way.

The need to communicate in English was also very challenging and increased our level of proficiency.

Póvoa de Lanhoso,

Anabela Vieira and Cecília Cardoso