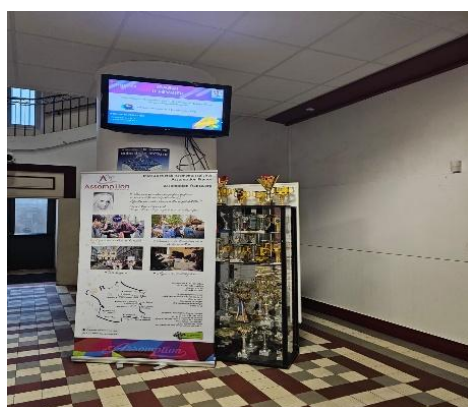


ERASMUS PROJECT STAFF MOBILITY K122



Co-funded by the
European Union

JOB SHADOWING EXPERIENCE from 11th to 14th february



Assomption Sainte Clotilde in Bordeaux

Title of the project:

“Well- being strategies for preventing failure in education at school”

Our job shadowing took place in our hosting school *Assomption Sainte Clotilde in Bordeaux*, a very big school including kindergarden, primary school, le collège (middle school) and high school.

The people involved in this mobility were our principal Catalano Francesco of I.C Esseneto (including kindergarden, primary and secondary school) in Agrigento, Italy, two English middle school teachers: Migliara Carmen, Ragusa Maria Concetta, a special needs teacher of primary school Sutera Sardo Rosaura and an administrative staff employee Alba Giovanni.

Before our departure we received all details about the week activity plan and all compulsory documents for our interviews and observations to staff/teachers and students. In addition, we agreed on the following learning outcomes: 1) *personal*,

social and learning to learn competence 2) multilingual competence 3) cultural awareness and expression 4) digital competence and then inserted them in the learning agreement.

ERASMUS DAILY PROGRAMME

During our short term job shadowing we were involved in herebelow activities:

- *Visit at the primary and and secondary school*
- *Learning about the international section in secondary school*
- *Learning about the differences between Italian and French school systems*
- *Meeting teachers, sharing activities and exchanging experiences*
- *Observation of their teaching strategies, teaching methodologies, teaching resources and books.*
- *Observation of English courses aimed at students' final Cambridge certificates achievement.*
- *Participation to Open day activities on the 15th of february*
- *Visit of the main city landmarks*

DAY 1 English lesson — Green city project

We were welcomed by our mentor and English teacher Mrs Mia Patrouilleau who has a long experience in that school. She immediately introduced us the international section classes. In this section students attend six hours of English. Students are able to attend this section only if they have an A2 level of English competence and if they achieved a Cambridge certification, too. At the end of middle school they will reach level B and then will attend International high school in the same complex. Teachers of secondary school are so proud of this section and the wide range of opportunities it gives to students as languages is a relevant feature of this school. In the afternoon there are also Chinese lessons for the concerned ones.

This first lesson we observed dealt with a “**Green city project**”. In the class there were almost 30 students aged 14. They were discussing and answering about sustainability on some worksheets with questions, maps and tables to fill in. The topic had been previously introduced by the teacher. On that day there were not only French students but also some Italian students on an Erasmus project for the whole week. After this activity, the teacher asked them to make a comparison between sustainable aspects in both cities: *L’Aquila and Bordeaux*. We had the chance to share

with them the activities and prompts given. They worked in **small groups** and after answering the questionnaire, they gathered in new groups in order to introduce their **small green projects of sustainable cities** previously done on a poster with all sort of recycling material: paper, carton, plastic caps, straws, etc. Each person introduced at his/her turn their project to the group in English. The teacher fixed the time and the turn for them to speak, this allowed everybody to interact in English while the teacher and all of us were passing by to listen to them carefully. You could feel how pride they were about their project.

Finally the students arranged in front of the IWB, ready to sum up orally all **the main aspects of *what is a sustainable city like*** and the teacher simultaneously wrote them on a list on the whiteboard to recall what they have learnt. What struck me was the students' involvement and cooperative behaviour. In some circumstances in our school we need time to work on behaviour and low attentive abilities that affect lessons time and quality, luckily not in all classes.

At the end I can add that the project is conceived as a planning activity in order to promote ***critical thinking***. We noticed how the students were glad to share and they interacted fluently in English.

Green Project lesson



Our headmaster



Me and colleagues interacting with students



Students introducing their green project



Time strokes of the Tibetan bell

One of the strong points of her teaching is the use of ***mindfulness strategies*** and activities. The tibetan bell helps to give rhythm to the lesson, to invite to silence and helps to relax. Mindfulness has lots of benefits it is useful to reduce stress and anxiety, helps to concentrate and focus on the present and improves cognitive and social skills.

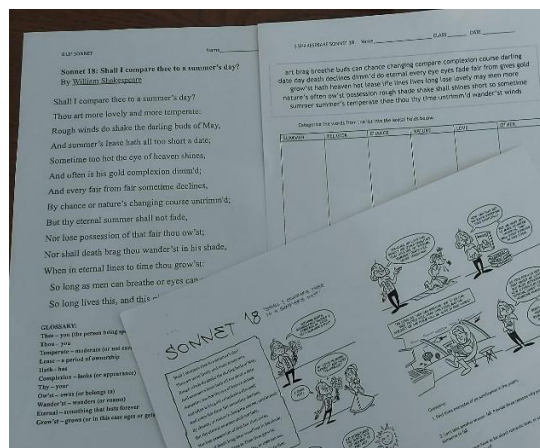


Literature lesson – International section



Mrs Shaundel

Following we moved to a **literature lesson** in the same section. In this lesson they were dealing with ***Shakespeare and Sonnet 18*** with the teacher Mrs Shaundel Blaix. The sonnet was proposed also with comics beside its lines and there were a glossary and questions about the theme, rhetorical figures and also activities to categorise words in lexical fields and one focusing on parts of the speech. **Cooperative learning** is the dominant approach in both lessons and we noticed that students were highly motivated and involved in the activity. Students' names who were supposed to cooperate as helpers and helped were chosen random by an online wordwall wheel with the students names on it. We noticed that they were motivated and they interacted fluently.



Our first day in middle school ends. We are amazed by the fact that there is no bell ringing after a lesson but songs. On speakers they delight students who move to the next classes. Our entrance at school was, indeed, accompanied by a wonderful song by Coldplay. After a short meeting with our mentor we joined the new colleagues in primary school.

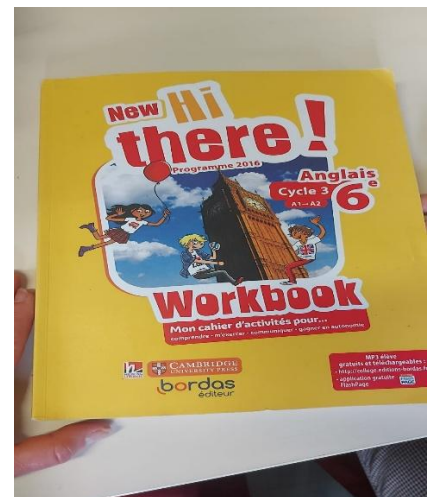


Primary school

In the afternoon we had the chance to join the primary school. As soon as we reached the school we noticed that the building was modern and we were welcomed by **the responsible Celine Dublanc** who let us have a visit of the school and introduced us the teachers, the labs and talked about the organisation of the school mainly with our head master and our administration staff employee.



English lesson – Primary school



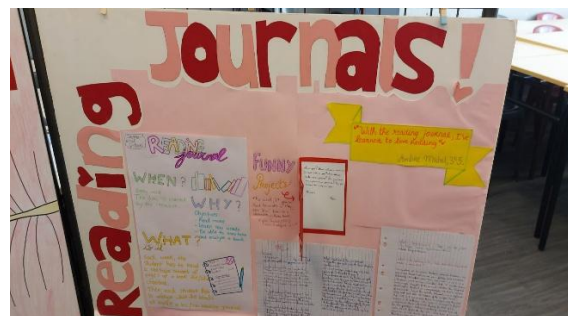
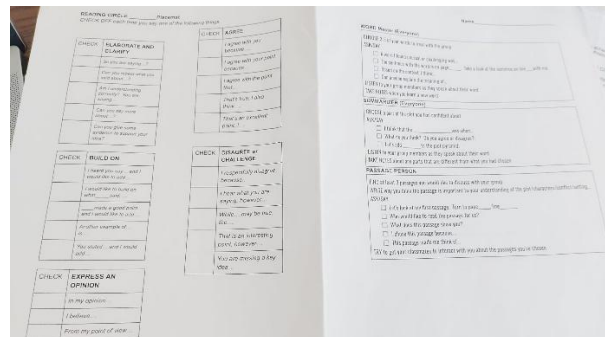
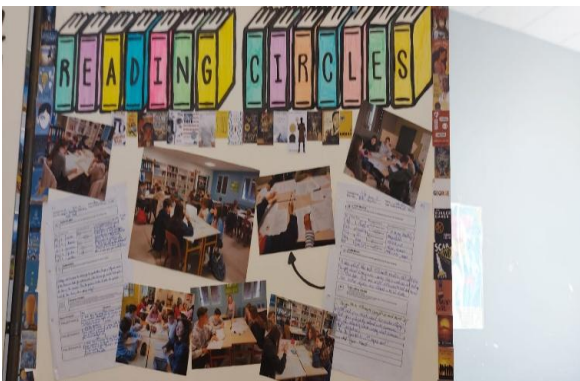
One of the first lessons we had the chance to follow ***Mrs Olivia 's English lesson*** aimed also to prepare for *Cambridge Certification*. She started with an online activity as warm up and then a reading activity with their Cambridge edition book. She was very involving and the students were divided in small groups and interacting positively.

After that we had the chance to know all the kind and friendly teachers of the school and interact with them in their staff room on school activities, teaching resources and books, on current students and parents and about the critical points regarding school nowadays.



DAY 2 Reading circles -international section

Back to secondary school, this time Mrs Patrouilleau's class was involved in *the reading circle placements*

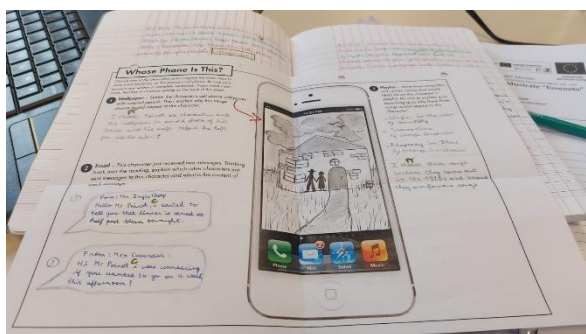


During this activity the teacher provided worksheets with a guided activity and she gave a role to each student: the word master and the summarizer (everyone), the illustrator, the passage person, the connector and the discussion leader. We observed the lesson and shared the work in class with the students. From our interview we learnt that in the international section the role of homework is mainly related to reading and writing activities while in the normal classes they assign also exercises and other activities as students have only three hours. We also learnt that **reading circle is considered another strong point and challenge in this school**. Students are free to choose what to read and this according to teachers motivates individual differences.

Parcours lesson about cyberbullying

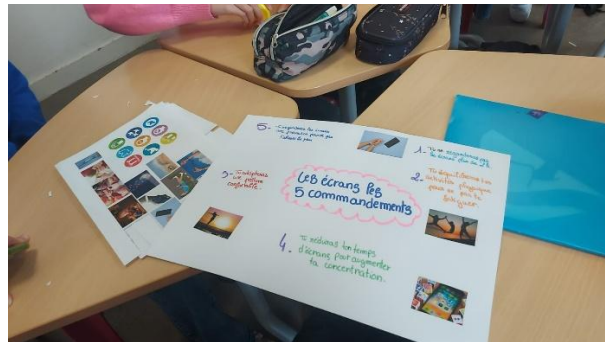


Parcours lesson – at the collège



Another interesting lesson we could partly observe was a **parcours lesson**, a citizenship education lesson taking place every two weeks. All the students were listening to the teacher dealing with a very important topic: **cyberbullying**. After dealing with it students were invited to organise themselves in groups and to produce

small posters with meaningful words and phrases useful to express the dangers of the phenomenon, their observations and what are the priorities to be faced. During the lesson **active learning** was encouraged and the aim of the lesson was to promote critical, autonomous and responsible thought in each student.



We had the opportunity to pop in a normal section English lesson. We had the chance to observe students in an English geography lesson. At first the lesson was introduced by a video and then they had the chance to deepen the activity by reading a text on their book. Students interacted with us, some of them mentioned about their Italian origins and their journeys to Italy and what they enjoyed most.



An English lesson in the normal section about geography.

Following a very involving lesson in the music classroom delighted us.



Choral music inclusion lesson – Secondary school

We are in the ***Chorale music inclusion lesson*** held by ***Mrs Marie Charlotte Rossato*** in the music room and that was stunning. She was supported by her colleague, the special needs teacher Mrs Pascale Ambrosini, because their disabled students participate to the choir as part of the inclusion program. Almost 80 students gathered under the guide of this very professional and enthusiastic teacher and we were delighted by their performances, a large range of musical pieces: French and foreign traditional songs, too. Students were motivated and very skilled. The atmosphere was very pleasant. They were concentrated and cooperative. You could perceive a true sharing experience. I was thinking how important it is to focus on activities so well if you want to carry out something meaningful together.

At Primary school

Going back to primary school was exciting and involving us by the warmth of our French and English colleagues. The secret of the joy they show is that you can feel that they are like a family and how much relevance team work has in their job.

When we share experiences about their school, they tell us about two important aspects: ***the role of mediation of pupils in school peer conflicts*** and ***the Houses the students***. Mrs Fiona, an English teacher explained us with the help of two mediators themselves: two sweet and confident girls what is mediation exactly and about their advantages at school in smoothening conflicts among peers. Mediators are chosen according to some precise aspects and help mediation between peers for a certain time. It's up to them to accept and to continue or end the role. Before becoming mediators they are prepared by skilled mediator lawyers. In the future they would like to bring this initiative in secondary school, too.

The houses of students is *an organisation where* each student belongs to a different house(Lancashire, Yorkshire,etc) which had its own features and values. This

organisation provides a feeling of belonging, stimulates duty and self-awareness and it's a challenge to do better and move to other houses.

Two mediators



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Geometry lesson Another interesting lesson was the geometry one. The teacher Lauren involved students in learning geometry shapes by dancing and moving the

body after instructions. They were ***learning by doing*** and were highly motivated and enjoyed it. We have a nice video about that.



Maths lesson following Singapore pedagogy



Conversation and Cambridge Preparation by Mrs Fiona



Mrs Fiona Gilbert welcomed us in her class where she was preparing students for Cambridge certifications. At the beginning of the lesson students are invited to describe pictures, the teacher gave clear instructions and guided their oral

production on the interactive whiteboard by writing main verbs tenses that could be used, vocabulary, etc in order to guide their speaking skills. We noticed how they felt comfortable to speak and interact with their teacher.



DAY 3 **Interviewing teachers and students**

On the third day we spent time in the Staff room and shared moments with other teachers, too.

We had some time to interview Mia Patrouilleau of the international section and Diane Brinand teaching in the normal section and also some students from both sections, too. They were both very kind and shared with us their personal and professional experience.

What we perceived is that the international sections seems to be a more motivating atmosphere for teachers. What is common in both is team work and sharing ideas, strategies, lessons and resources among teachers.

The **strong points** of the secondary school are the international section, language and intercultural program, Erasmus projects, mindfulness activities and the reading circles. When we interviewed students we found out that six hours of English is reckoned as being a big advantage. Students from the international section are happy for all their teachers, the chance to achieve Cambridge certifications and also for the theatre lessons. Some have the chance to learn also Chinese in afternoon classes.

The strategies the teachers share to combat failure in education are differentiation of levels, remedial work and constant parental contacts and those to motivate hard to reach are peer learning, organizing small groups and individual lessons.

Rules are important. Giving roles in activities, respect for each other, positive peer evaluation, feeling at ease in making mistakes is something to remind to students as part of their learning. Lessons last 50 minutes and the time collected is used to handle different levels of learning. Motivation of students takes place through a variety of

strategies and activities adopted and with current events they deal with. There are indeed some critical points such as the old building of middle school as it is an old religious one and sometimes parents' behaviour.

In the normal section teachers sometimes feel some frustration because they are crowded classes. When we interviewed students from normal section during a remedial lesson they told us that school has a friendly atmosphere and they are involved in interesting activities. Students are happy to deepen English. What they like most in their school is the ULIS room, language activities, art lessons and sports practice and some the chance to choose to study Chinese in the afternoon.



Afternoon remedial English in
normal section

Following we moved to Mrs Ambrosini workshop.

Well-being workshop in the Ulis classroom



Mrs Ambrosini with our special needs teacher Mrs Sutura Sardo sharing their experiences



Well-being atelier

Sara's drawing

It was very interesting to meet Mrs Pascale Ambrosini a special needs teacher and her colleague who follow her students in this well-being room. They allowed us to observe a well-being workshop. This educational area was very comfortable and well – organised to welcome students and full of interesting resources and our special needs teacher and all of us had the chance to make observations, share ideas and meet some students like Sara, a disabled student with autism who showed us her drawings. She was indeed very skilled at drawing. Compared to our school students spend their time here and not in their class.

Technology room During our visit we met the technology teacher. It was very interesting to share the advance technology in their school and students involved with Robotics lesson and creations through advanced technological devices.



DAY 4

On the last day in Bordeaux we were invited to participate to their open day where all teachers and only a few students participate. Here-below some photos of the event:

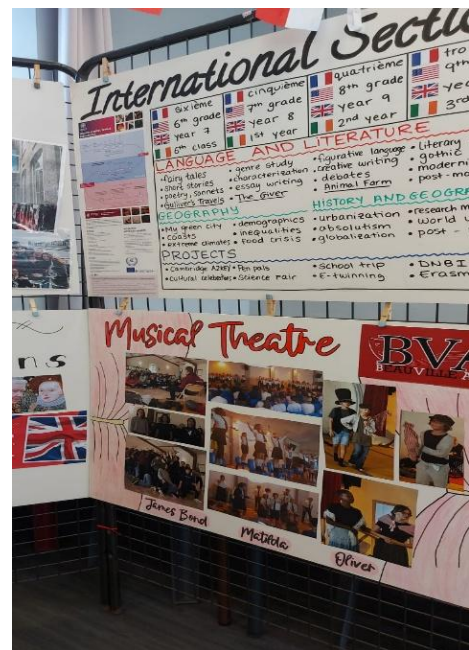
OPEN DAY at primary school It was an occasion to see how they organise the event.

It was well – organised, teachers were welcoming and introducing their school as we do and there was also an exhibition of photos of all their school events, projects and organisation.



OPEN DAY at secondary school. Each teacher was in the hall displaying school activities regarding all school subjects, the international section, Erasmus events other teachers were welcoming parents and future students in their own labs.

All teachers were involved but there were only a few students compared to our school in Italy where all students are involved in helping in the tour or taking part to activities in our labs: italian, languages, Science, technology, art and music labs, theatre and sport activities, too.



Erasmus corner



At the end of this experience we appreciated:

- The welcoming atmosphere both at the collège and at primary school, we felt received and there was a mentor in both schools that took care of us and shared with us their school mission.



Notices reminding their mission

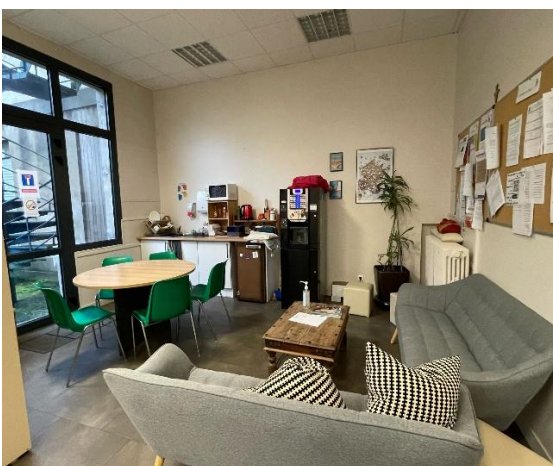
- The teaching and training at the hosting school was of good quality and it was a good chance to share similarities and differences, class management and different approaches and an occasion to improve practical skills and be aware of weaknesses or strengths in our school of origin.
- The strong points of their school: students' English competence, team work among teachers, the international section and six hours of English which allows

a good knowledge of the language, the relevance of English starting from primary school, Cambridge certifications and the reading circles placements.

- Rules reminder on the walls and hints about their school mission as teachers and towards students.



- The care for several details inside the school, spaces, classes, the staff room a place to relax and interact during break and lunch time and the large school canteen.



part of the staff room



photos on teacher' school lockers

- A very touching teachers' tradition in this school is to stick photos of their childhood on their school lockers to recall their early years and school years, too.
- In middle school the traditional school bell is replaced by music sharing for a few minutes. So on our first day our experience of this moment was a Coldplay song which we enjoyed a lot. The end of a lesson and the new one is a pleasant moment for a new learning experience and so they move in another classroom.





Erasmus+
Arricchisce la vita, apre la mente.

To end:

After this experience I hope that it could be a start for further Erasmus projects as an occasion of professional growth and that could involve also our students. It's not my first time in Erasmus projects, but each experience is a personal and professional stimulus, a chance to improve the language and share ideas and approaches with other professional contexts. Therefore, it was definitively a new challenge for our personal, professional and cultural growth.

Mrs Carmen Migliara

English teacher in middle school

