

2018-2019

Job shadowing for VET Teachers of IT & English Language





PARTNER ORGANISATIONS

EuroMind

euroMind is an international training consultancy and VET provider with headquarters in two cities of Spanish Andalusia, Seville and Úbeda,

euroMind as a training provider delivers VET trainings, job shadowing programmes, on the job trainings and workshops, as well as Spanish and English courses, workshops on internationalisation, tolerance, ICT skills, projects managements, project based learning and educational robotics, stress reduction techniques, CLIL teaching and many more. The whole list of the courses being delivered by the organisation can be found on their teacher training website: www.idevelopcourses.com.

Additionally, euroMind in partnership with Andalusian partner colleges delivers school based vocational trainings for students of different VET fields, such as: CNC, electricity, renewable sources of energy, plumbing, mobile applications development, e-commerce platforms creation, industrial and graphic design, 3D design, electronics, administration, dressmaking, marketing campaigns, etc.

euroMind as a VET provider works in partnership with a wide array of private companies in almost all the VET fields, such as business administration, health care, interior design, fashion, hairdressing, beauty sector, physiotherapy, marketing, media, advertising, public relations, tourism, IT, social work, logistics, nursing, construction, geodesy, analytics etc.

euroMind can also boost close cooperation with public institutions & associations, such as Science & Technology Enterprise Park - Geolit which apart from promoting technologic innovation puts a strong emphasis on sustainable use of available sources or Tubba - association of sustainable tourism in Úbeda & Baeza.

ICADA FOUNDATION AND THE SUPERIOR INSTITUTE OF TECHNOLOGY ADA

ICADA is a foundation established on private initiative in 2010 with a purpose to support and revitalize the Superior Institute of Technology. The Institute was created in 1967 as an educational institution focusing on high-quality vocational training as a path of personal and professional development and is characterized by a high social commitment and clearly defined mission to provide technological and humanistic education.

The foundation, apart from common principles, also supports the Institute logistically, sharing the same buildings. Within the mission of ICADA Foundation is



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to provide economic support to the centre, which is the base of: the Foundation, ICADA Foundation and the Superior Institute of Technology ADA.

The educational offer of this institution includes programmes from “PCPI” (The Basic Professional Training Course that enables to repeat a year), by Regular Professional Training Courses, Technological High School and Superior Vocational Training in Aeronautics and IT, up to university studies, held in cooperation with the ULB (Universidad Libre de Brussels - Free University of Brussels). The Foundation, the ICADA Institute, and ADA-ITS centre have at their disposal buildings with over 6,000 m², versatile and functional, specially designed to fulfil effectively their didactical and extracurricular functions.

ADA-ITS centre so far has proved significant achievements in vocational professional training that is characterized by the highest quality and delivered by well-experienced staff. Including in the educational offer superior vocational training in the field of aeronautics (2012) and in the field of web application development (in 2014) constituted a great energy boost for the institute encouraging development, innovation and new activities. Moreover, in the end of 2014 the technological high school was launched that is an interesting complement to the educational offer and provides the students with an opportunity to apply for superior vocational training programmes and university studies.

The staff engaged in the project possesses significant experience both didactical and in the field of international project management. The didactical preparation fully corresponds to the areas covered by the project and is proved by the experience and profiles of tutors (described below).

SAN PEDRO SALESIAN COLLEGE

The San Pedro Salesian College is a school with 1400 students which offer a wide range of educational possibilities: nursery, primary, secondary and high school and also vocational training (initial, intermediate and advanced levels). Our school celebrates 75 years of existence and our institution was established more than 200 years ago. We are bilingual education centre.

We have over 30 years of experience at vocational training in following fields: electricity, electronics, administration, computer science and trade. Our students' profile is: 16-22-year-old, predominantly male, medium-low economic level; we have immigrant students from South America and Morocco. Because of changes in the labor market the profile of our students has been changing: this year a number of older students has increased. These people come from job market and nowadays they are unemployed, looking for new possibilities.



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In San Pedro Salesian College, we emphasize the importance of international exchange as a way to develop training, professional and personal skills of our students.

Some of the activities that we carry out are:

- We belong to international centers network in over 130 countries
- For 6 years, we've been carrying out exchanges with other schools in Great Britain and France.
- From 5 years, we participate in Erasmus mobility programs for VET advanced-level students and teachers. Because of that more than 28 students doing internships in European companies.

We participate also in the Erasmus + Program.

Generally, our vocational student, start their job experience in local companies. Nowadays it could be more complicated because the companies are reducing the number of employees. However, our students have a very good reputation because we provide them integral Education and teach them how to be a good professional as well as honest and responsible person.



WHO WILL BE INVOLVED IN JOB SHADOWING?

The host VET Teacher

Teacher's profile who is going to be shadowed:

Host Teacher's responsibilities:

- Provide the visitor/guest with a timetable for when the shadowing will take place.
- Agree a suitable time dependent on the visitor's objectives and the service needs in the host area.
- Prepare an area for the visitor/guest to be placed.
- Ensure other colleagues are briefed about the shadowing experience.
- Provide time between sessions or prior to sessions for questions and feedback.
- Provide the visitor/guest with information on the team /department that the shadowing is taking place in.
- Provide appropriate notice and reasons if the shadowing activity has to be cancelled or changed in any way.
- Provide constructive feedback to the visitor/guest
- It is important to prepare for the job shadowing – questions to have in mind:
 - ✓ When is the best time for a guest to get a good overview of the role?
 - ✓ What do I need to inform the guest of prior to the shadowing?
 - ✓ What does the visitor/guest hope to get from the process?
 - ✓ What do I need to know about the visiting Teachers?
 - ✓ Do they have any additional support requirements that I need to be aware of?

The visiting Teacher(s)

Visiting Teacher's responsibilities:

- Consider why they are doing the shadowing and, what they hope to achieve -auto reflection.
- Show tact, discretion and awareness and if required withdraw from situations when circumstances deem it appropriate (for example, a student may just have requested a meeting to discuss something of a personal or private nature).
- Maintain confidentiality at all times.
- Provide your host with feedback and reflections on what you have observed



- Ensure that you show good time keeping and inform your host if you are unavailable for any reason.
- Whilst on the shadowing take notes, you may come away with a useful list of numbers, emails, facts, thoughts and observations. Reflecting on these notes following the experience will allow you to maximize your learning.
- Do some preparation which will involve working on setting personal objectives for each session.
- Following the shadowing it's important to review and discuss outcomes and reflect on what has been observed during each class bearing in mind dynamics in the class, material being delivered to students, relationship between VET Teacher and students, tools and materials being used, organization of activities.
- It is important to prepare for the job shadowing – questions to have in mind:
 - ✓ What do I want to know about the job?
 - ✓ What questions do I want to ask?
 - ✓ What do you want to know about the Teacher you will be job shadowing?
 - ✓ Are there any special requirements (such as dress code)?
 - ✓ Are there any specific tasks or elements of the job you would like to see above all others?
 - ✓ What will I use the knowledge, skills and competencies gained a result of this shadowing in my job back home?
 - ✓ How will I feed the learning back to my colleagues?

DIFFERENT TYPES OF JOB SHADOWING THAT CAN BE USED

Observation – “fly on the wall”

A visiting Teacher will spend the agreed period of time observing the day to day work of your host. This will involve any type of activity that the Spanish Teacher will have to carry out. Apart from regular teaching, it can be meeting with other teachers, meetings with parents, conversations during the breaks, vigilance, meeting with the Head Teacher, meeting with problematic students, etc. It is going to be a typical representation of what the “host” individual does on a daily basis.

Hands On – “job sharing”

This is an extension of the observation model, where the visiting Teacher starts to undertake some of the tasks they have observed. This provides the visitor with hands on experience of the role whilst having the safety net of being closely supervised by the host. This is only possible if the visiting Teacher speaks Spanish



when it comes to medium level VET students or if he or she speaks very good English when it comes superior level VET students who have some of the classes in English.

JOB SHADOWING LEARNING OUTCOMES

- It helps to improve communication and encourage continuous improvement.
- It is an excellent networking tool and can facilitate the breaking down of language and professional barriers across the schools all over Europe.
- It is an opportunity for hosts to share best practice and to allow for self-development of the visitor/guest and, often, the host.
- It allows Teachers to view work processes they are involved in from a different angle. Job shadowing provides the individual with a unique opportunity to find out how other Teachers work and what their school roles involve. It develops a deeper knowledge and understanding of their own role and function as a Teacher across countries.
- See how other staff and teams work.
- Gain insight into the roles and responsibilities of foreign VET teachers.
- Reflect and learn from others.
- See the bigger picture and understand more about how the Spanish VET schools function.
- Can be used as a way of “testing out” possible forms of teaching.
- Share your experiences with colleagues from a different a different country.
- Review and reflect on your work through discussion with the person you are shadowing which allows you the opportunity to see your role through “fresh eyes”
- Network with Spanish colleagues.
- Understand how other European schools work.
- Share your experience with others.
- Learn from the experiences of Spanish colleagues

BENEFITS FOR HOSTS

- The opportunity to view and reflect on your own area of work supported by the “fresh eyed” view of the visitor/guest.
- Understanding and appreciating other needs and priorities outside of your established work role.
- Developing coaching/mentoring skills
- The opportunity to discuss your role and its needs and priorities with others.
- Understanding why things work the way they do

USEFUL QUESTIONS TO ASK WHEN SHADOWING FOR CAREER DEVELOPMENT

Questions:



- What education/training did you have before taking the role of being a VET Teacher? How helpful was it in getting you the role and supporting you in the current role?
- Are there any other experiences - work or non-work related - that have supported you in your career?
- If you could go back in time would you do anything differently in preparation for this career path?
- What would you look for if you were recruiting for this post?
- What qualifications do you feel are important for this role?
- What personal qualities do you need to succeed in this role?
- Would you choose the same occupation if you were just starting out? Why or why not?
- Do you have any special words of warning or encouragement as a result of your experience?
- If you could change any aspect of your career/ role what would you change?
- What is your favourite thing about your current role?
- What do you feel are the most challenging elements of your role?
- What do you spend most of your time doing?
- Who do you work with and what are the relationship links?
- How important is team work to this role?
- How often do you work alone?
- How much of the work is self-directed and how much is regulated by others?

Sunday		
Time	Activity	Learning outcomes
tbc	Arrival and check in at accommodation	-
Monday		
8:00 – 9:00	Welcome meeting: <ul style="list-style-type: none"> • presentation of the agenda • ironing out all the logistic details • handing out of maps and plans 	<ul style="list-style-type: none"> ✓ Participant is acquainted with the Spanish educational system, ✓ Participant knows all the details and functioning of Spanish VET system, ✓ Participant is able to describe new reforms and pilot projects in the VET education, for example dual system experiments, their pros and cons, ✓ Participant knows the health and safety rules, ✓ Participant knows the most significant school rules ✓ Participant knows the most significant obligations and responsibilities of a Spanish teacher.
9:00 – 11:00	Workshop on Spanish educational system with a special focus on VET system: <ul style="list-style-type: none"> • basic, medium and superior level VET system, • dual system – pilot projects • foreign languages learning in VET schools 	
11:00 – 14:30	First day in a host VET school: <ul style="list-style-type: none"> • introduction to the school manager, • handing in of weekly job shadowing timetables • health and safety training: emergency exits, toilets, café, school rules and responsibilities, etc. • school organisation: breaks, teachers 'room, teachers 'meetings, • presentation of the foreign VET teachers to their Spanish teacher colleagues. 	
	First day of job shadowing round-up:	

16:00 – 18:00	<ul style="list-style-type: none"> • each visiting teacher describes his or her experience on forum • group discussion of each teacher’s experiences • conclusion and aspects to look into • preparation of the list of questions to focus on the second day of job shadowing 	
Tuesday		
7:45 – 8:00	Meeting with the host Teacher: short briefing, answering and asking questions related to the organisation of the day.	✓ Visiting Teacher is familiarised with their host Teacher (s): background, career path, responsibilities, obligations and rights of a Spanish VET Teacher in Spanish educational system.
8:00 – 9:00	First Year Students: IT systems	
9:00 – 10:00	First Year Students: Data base	✓ Visiting Teacher knows the context in which Spanish teachers teach
10:00 – 11:00	Second Year Students: Programming	✓ Visiting Teacher knows the curriculum of IT systems for the first-year VET students
11:00 – 11:30	Lunch break	✓ Visiting Teacher knows the curriculum of data base for the first-year VET students
12:30 – 13:30	First Year Students: IT systems	✓ Visiting Teacher knows the curriculum of programming for the second-year VET students
13:00 – 14:30	Students ‘evaluation system – meeting with the school Manager	✓ Visiting Teacher knows the principals of evaluation system in VET schools
16:00 – 18:00	Second day of job shadowing round-up: <ul style="list-style-type: none"> • each visiting teacher describes his or her experience on forum • group discussion of each teacher’s experiences • conclusion and aspects to look into • preparation of the list of questions to focus on during the second day of job shadowing • completing professional development diaries 	✓ Visiting Teacher knows the dynamics between the students and the teachers

Wednesday

7:45 – 8:00	Meeting with the host Teacher: short briefing, answering and asking questions related to the organisation of the day.	✓ Visiting Teacher knows the professional profiles of host VET Teachers
8:00 – 9:00	Second year students: Markup languages and information management systems	✓ Visiting Teacher knows the curriculum of markup languages and information management systems for second year students.
9:00 – 10:00	Second year students: Development environments	✓ Visiting Teacher knows the curriculum of development environments for second year students.
10:00 – 11:00	Lunch break	
11:00 – 11:30	First year students: Web development in client environment	✓ Visiting Teacher knows the curriculum of web development in client environment for first year students.
12:30 – 13:30	First year students: Web development in server environment	✓ Visiting Teacher knows the curriculum of web development in server environment for first year students.
13:00 – 14:30	Second year students: Training in the job centers	✓ Visiting Teacher knows how training in the job centers look like and how they are delivered in Spain for second year students.
16:00 – 18:00	Third day of job shadowing round-up: <ul style="list-style-type: none"> • each visiting teacher describes his or her experience on forum • group discussion of each teacher’s experiences • conclusion and aspects to look into • preparation of the list of questions to focus on during the third day of job shadowing • completing professional development diaries 	

Thursday

7:45 – 8:00	Meeting with the host Teacher: short briefing, answering and asking questions related to the organisation of the day.	✓ Visiting Teacher knows the curricular difference between the Spanish programming system and the one in their home country.
8:00 – 9:00	First year students: Programming	✓ Visiting Teacher is able to help the students with their tasks in English.
9:00 – 10:00	First year students: Technical English	

10:00 – 11:00	First year students: Markup languages and information management systems	<ul style="list-style-type: none"> ✓ Visiting Teacher knows the curriculum of markup languages and information management systems for first year students. ✓ Visiting Teacher knows the curriculum of deploying web applications for second year students. ✓ Visiting Teacher understand the importance of pastoral care, ethics and teachers' and parents' cooperation in the Spanish schools. ✓ Visiting Teacher can pin point difference between the way pastoral care is managed in Spanish school and how this issue is tackled in their home country.
11:00 – 11:30	Lunch break	
12:30 – 13:30	Second year students: Deploying web applications	
13:00 – 14:30	Pastoral care, parents and teachers' cooperation, ethics	
16:00 – 18:00	Fourth day of job shadowing round-up: <ul style="list-style-type: none"> • each visiting teacher describes his or her experience on forum • group discussion of each teacher's experiences • conclusion and aspects to look into • preparation of the list of questions to focus on during the fourth day of job shadowing • completing professional development diaries 	
Friday		
7:45 – 8:00	Meeting with the host Teacher: short briefing, answering and asking questions related to the organisation of the day.	<ul style="list-style-type: none"> ✓ Visiting Teacher is able to provide some guidance and help to Spanish students ✓ Visiting Teacher is aware of the differences and similarities in the way IT is being taught in Spain and in their home country. ✓ Visiting Teacher knows the curriculum of FOL(2)1 communication tools for first year students. ✓ Visiting Teacher knows the curriculum of Internet of things for first year students. ✓ Visiting Teacher knows the details about the company and entrepreneurship.
8:00 – 9:00	First year students: FOL(2)1 Communication tools	
9:00 – 10:00	First year students: Internet of things	
10:00 – 11:00	Second year students: Training and labour market.	
11:00 – 11:30	Lunch break	
12:30 – 13:30	Second year students: Company and entrepreneurship	
13:00 – 14:30	On the job training organisation – discussion	
16:00 – 18:00	Fifth day of job shadowing round-up:	

	<ul style="list-style-type: none"> • each visiting teacher describes his or her experience on forum • group discussion of each teacher’s experiences • conclusion and aspects to look into • preparation of the list of questions to focus on during the fifth day of job shadowing • completing professional development diaries • Handing out of mobility certificates 	<ul style="list-style-type: none"> ✓ Visiting Teacher is able to assess both systems and draw conclusions in relation to what can be improved in the Spanish system and what good practises can be taken back home.
Saturday		
8:00	Departure	-

*The training programme might be subject to functional modifications depending on the availability of given VET teachers and their weekly timetables. Classes might be rearranged for that reason.

