



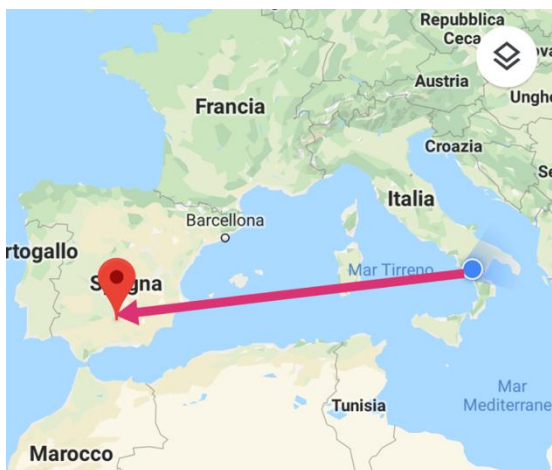
Breaking bOrders buildiNg briDgeS

Erasmus k1 Staff Mobility – Job Shadowing

Sending Institution: I.I.S. De Sarlo-De Lorenzo-D’Alessandro (via Sant’Antuono, 192 Lagonegro PZ - Italia)

Receiving Institution: I.E.S. La Pandera (Av. Juana I, 29 Los Villares, Jaén - España)

Mobility period: 24-28 November 2019



On 24 November, the director of my institute, Mr. Roberto, two colleagues, Fortunata, the French teacher and Margherita, the History teacher, and I left for Spain. We got to Jaén and visited the city.



On 25 November we went to the I.E.S. La Pandera. We met the headmaster, the coordinator, the psychologist, and several teachers. Some teachers took us on a guided tour of the school. The institute was opened in 1990 and currently has about 350 students. The age of students is between 12 and 18 years, there are 4 years of obligatory education (ESO) and 2 years of *Bachillerato* (in Health and Technology Sciences and Humanities and Social Science). The first three years are the same for everyone, although in the third year you can choose which type of mathematics to attend. In the fourth year there are optional subjects; Religion is always optional, instead you can choose “ethical values”. Lessons start at 8:15 and finish at 14:45, with a half-hour break. The management team consists of a director, a head of studies and a secretary. There are several departments: Extracurricular Activities, Biology and Geology, Economics, Philosophy, French, English, Language and Literature, etc.

We had a meeting with the Host Institution Staff, where they introduced us the Spanish educational system, they answered our questions and curiosities about Spanish schools, about the methods and techniques they use in class and about the evaluation system.

During the morning there were activities to commemorate the *Day against gender violence*. Students read poems, sang and played a little piece on the theme. There was an exhibition of various objects, like t-shirts with the victims’ name of 2019, and some stars on the floor with victims’ name and the cause of their violent death.



Ellas, las asesinadas (Luzmaría Jiménez Faro)

Son una hilera de enlutadas sombras.
 Siemprevivas calladas. Siempremuertas.
 Mariposas de invierno en alfileres.
 Alondras tristes para siempre mudas.
 Selláronles sus bocas con pétalos de sangre.
 Esculpieron sus risas sobre mármoles fríos.
 Dejaron a sus hijos a solas en el aire,
 y ya sus ojos ciegos ruedan por los abismos.
 Son mujeres sin nombre, sin edades,
 que levantan sus voces en la ausencia
 esperando una luz que las redima
 del terror, de la injuria, de la fuerza.
 No piden ni la paz ni la palabra:
 quieren ser los escudos de la herida,
 la memoria tenaz, la dolorida sinrazón
 de una muerte anunciada. Denunciada.
 Ellas, las siempremuertas y las siempre vivas.

*"...No quiero amar en secreto,
 llorar en secreto
 cantar en secreto.
 No quiero
 que me tapen la boca
 cuando digo NO QUIERO..."*

Ángela Figuera Aymerich



Si eres una mujer fuerte
 protégete de las alimañas que querrán
 almorzarte el corazón. [...] Ampara.
 Pero ampárate primero.
 Guarda las distancias.
 Constrúyete. Cúdate.
 Atesora tu poder.
 Defiéndelo.
 Hazlo por ti.
 Te lo pido en nombre de todas nosotras.

Gioconda Belli

After the demonstration we observed different lessons. I took part in the lesson of *apoyo a la integración* (support for the integration) and in the lesson of PMAR (*Mejora y aprendizaje académico* - Students with academic problems), shadowing Catalina and María. The first one is a support lesson of mathematics and language, but it really works on practical problems for students with disabilities and special educational needs; the teacher, Catalina is an expert in therapeutic pedagogy; there was also an external monitor who helps pupils with motor difficulties (physical assistance only). To involve students in the lesson they basically worked with coloured drawings and simple readings. It is a parallel class, where there was total attention and dedication to the students, but in my opinion the separation from their own class is negative because of the little interaction with the other pupils. From my perspective, the most interesting thing is working on practical activities, trying to teach things that can be useful in everyday life, that can help these students to be a little more autonomous. The second lesson I took part in was the lesson of PMAR, for students with academic problems. It was a parallel class too, with 3 students attending (normally 7). They were sitting in a circle, read and did exercises; they were guided step by step by their Spanish language teacher, María; they had more incentive to learn because they could work on what they had not understood. María had an attitude of simplicity, proximity, attention and respect for students, the lesson was interactive and collaborative, and the pupils participated, improving their skills in communication, reading and memory.

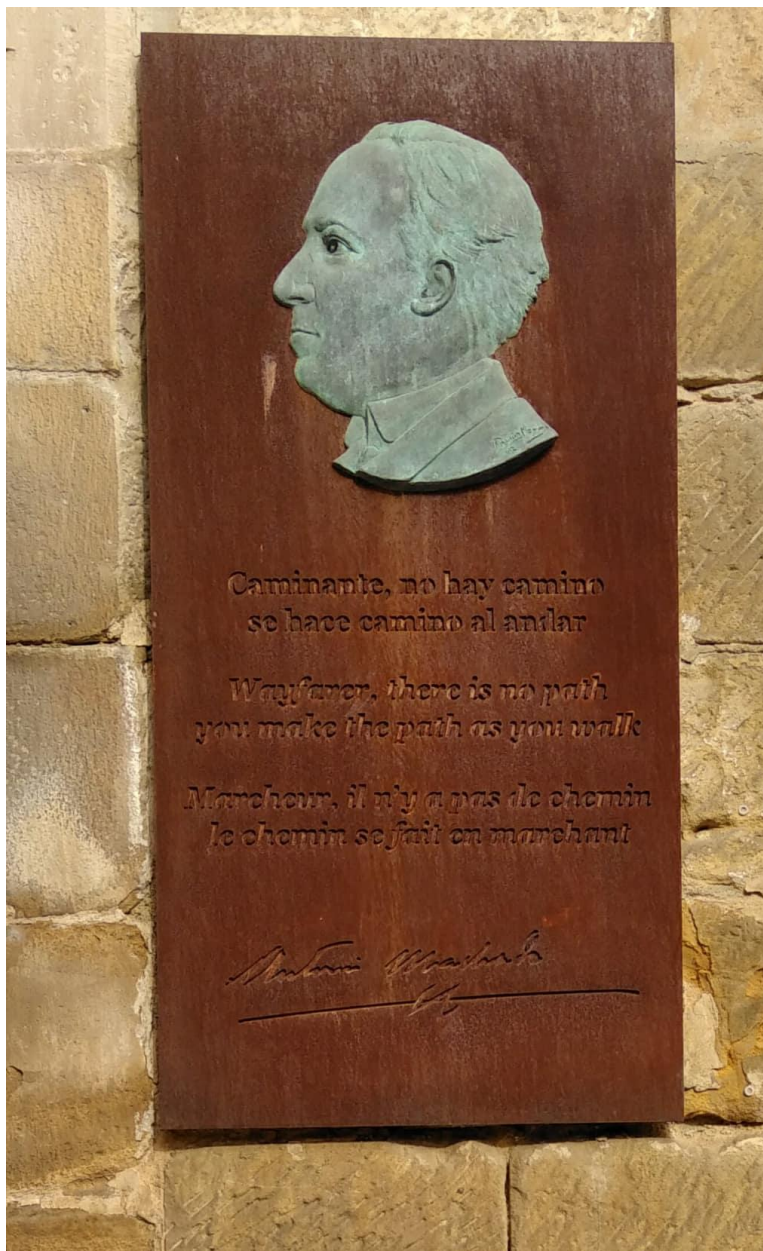
On November 26 we went to Úbeda and Baeza for an excursion with the 3[^] ESO students, the Language and Literature teachers, María José and María. We visited these two historic towns in the province of Jaén (added to UNESCO's list of World Heritage Sites in 2003). We did a guided tour of Úbeda and a literary tour of Baeza, where the famous writer Antonio Machado lived and taught. It was very interesting because students participated directly; under the guidance of their teachers, they prepared the literary tour and read poems along the way.





*...Clarea
el reloj arrinconado,
y su tic-tic, olvidado
por repetido,
golpea.
Tic-tic, tic-tic... Ya te
he oído.
Tic-tic, tic-tic...
Siempre igual,
monótono y
aburrido.
Tic-tic, tic-tic, el
latido
de un corazón de
metal.
En estos pueblos,
¿se escucha
el latir del tiempo?
No.
En estos pueblos se
lucha
sin tregua con el
reloj,
con esa monotonía
que mide un tiempo
vacío...*

**CXXVIII
POEMA DE UN DÍA.
MEDITACIONES
RURALES**



*Caminante, son tus huellas
el camino y nada más;
Caminante, no hay
camino,
se hace camino al andar.
Al andar se hace el
camino,
y al volver la vista atrás
se ve la senda que nunca
se ha de volver a pisar.
Caminante no hay camino
sino estelas en la mar.*

**Proverbios y cantares
XXXIX**

27 November.

The first lesson I observed that morning was the Spanish language lesson, together with my colleague, the history teacher, and the director of my institute. It was a lesson of grammar, where the teacher, María, explained the last part of a subject introduced a few days before. All the students listened to her carefully (the subject was quite difficult), and nobody asked to leave the class to go to the service, so the lesson was never interrupted. María explained, asked questions to review what has been done; she wanted the students to be attentive and focused before, and then she let them write. To involve students in the lesson she presented a theme, asked the students what it was according to them, she left time to think, she listened to everyone's answers, at the end she gave the definition and some examples on the traditional blackboard. During the lesson the teacher encouraged some skills in her students: collaboration (no competition), critical thinking and problem solving, and how to analyse information. The most interesting thing was to see how the teacher involved the pupils, and how they were attentive and focused.

The second lesson I took part in was the English lesson, held by Lidia, who also was the coordinator of our mobility project. My colleague, the French teacher, attended this lesson too. It was a very interactive class, where students really had fun learning. The lesson was divided into three parts: 10 minutes of listening, 10 minutes of reading and 40 minutes of speaking. The last part was a sort of game, in which students did their better to win a prize. Students were divided into different teams and there were points for their speaking. In each team a student read a text and

explained it to his or her classmate, and this one related to the rest of the class the content of the reading. Lidia also involved me for the evaluation. It was a very motivating lesson and very useful to improve communication skills and collaboration (students worked together for better results). As foreign languages teachers, my colleague and I appreciated a lot this lesson and the methods Lidia used.

After observing the lessons, we had a meeting with the staff of the host school, about the evaluation and technology used in the class; we also talked about future projects, such as their mobility in May 2020, when María (Spanish teacher), Eva (Biology teacher) and Caterina (French teacher) will come to our school. Another possible project is a Erasmus+ KA2 exchange of classes to promote European competences, European citizenship, which has common roots and a common cultural heritage.



Before we left the school that day, 4th ESO students made for us a performance to celebrate the Day of Flamenco, singing, dancing and playing guitar. It was beautiful, very touching and intense.



28 November.

On the last day we took part in another excursion: we went to Madrid with the 4th ESO students and their teachers Inmaculada (Music) and M.^ª José (Language and Literature). We visited the Prado Museum, we made a literary tour of the Madrid of Cervantes, Lope and Quevedo, and we saw the Musical "Billy Elliot". At the museum the teachers, like real guides, explained some important paintings they had already talked about in class. It was very exciting for me visiting the Prado. During the literary tour students and teachers collaborated in the reading of the poems. It was interesting to see how the pupils participated personally in the success of the trip. Especially this day has been very important to me, as a Spanish language and culture teacher. It was a total immersion in the culture of the beautiful city of Madrid.



La libertad

“La libertad, Sancho, es uno de los más preciosos dones que a los hombres dieron los cielos; con ella no pueden igualarse los tesoros que encierra la tierra ni el mar encubre; por la libertad así como por la honra se puede y debe aventurar la vida, y, por el contrario, el cautiverio es el mayor mal que puede venir a los hombres.”
(Capítulo LVIII)

Desmayarse, atreverse, estar furioso, áspero, tierno, liberal, esquivo, alentado, mortal, difunto, vivo, leal, traidor, cobarde y animoso;

no hallar fuera del bien centro y reposo, mostrarse alegre, triste, humilde, altivo, enojado, valiente, fugitivo, satisfecho, ofendido, receloso;

huir el rostro al claro desengaño, beber veneno por licor suave, olvidar el provecho, amar el daño;

creer que un cielo en un infierno cabe, dar la vida y el alma a un desengaño; esto es amor, quien lo probó lo sabe.





"...superlativo..." El País

TEATRO ALCALÁ

**"...un soberbio espectáculo..."
ABC**



**Three Italian teachers wandering in
Plaza Mayor of Madrid...**

This experience has been an opportunity to improve our professional, personal and interpersonal skills. Job Shadowing expanded our network and helped us making professional contacts. The mobility will have positive effects for us and our school; we will talk to our colleagues about how the Spanish Educational System is organized, about which methods and techniques our Spanish colleagues use in class, the way they organize the excursions, and generally the differences we noticed between the two educational systems.

Personally, working in diverse teams, on international projects, being in contact with students and teachers of another nationality, mediating between my Italian colleagues and the Spanish teachers has enabled me to acquire or improve my skills in terms of communication, mediation and problem solving. Thanks to this project I have learned to work in an international context, to observe others' job and to absorb the methods they used in teaching. I was able to reflect and learn from the experience of the Spanish colleagues and to reflect on my own professional practice. I will create even more interactive and motivating learning environments, and finally I will use some methods I have acquired observing foreign languages lessons.

I feel now more confident and willing to collaborate on other European projects!

We are all convinced that teaching can be improved thanks to the comparison with different realities, and thanks to this kind of projects, that motivate and generate new ideas and best practice.

Di Marilisa Palmieri
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