

Erasmus+ Project for School Staff “Contribute to the World through Teaching Experience Abroad”

Sharing experience of teacher shadowing
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Topics

1. Project details
2. Location of the mobility and activities
3. Local dialect (Geordie)
4. Results and contributions



Project details

EU Programme: [Erasmus+](#)

Project type: Key Action 1. Job Shadowing

Project name: “Contribute to the World through Teaching Experience Abroad”

Project duration: 01.07.2016 - 01.07.2017 (1 year)

Mobility duration: 03.10.2016 - 02.11.2016 (1 month)

Mobility location: Northumberland, England

Participants: Tallinna Kesklinna Vene Gümnaasium,
The Academy at Shotton Hall (UK)



The Academy at Shotton Hall

Secondary School (Year 7-11, students' age range 11-15/16)

SH has been a partner of TKVG for several years, participated in 2 joint projects.

5 lessons a day, studying time: 8:15 - 14:45; two 30-minute breaks (for lunch)

Elective subject - one lesson a fortnight

Clubs after school (music, drama, dance, science, etc.)

Teacher Training

[Home page](#)





Location of Mobility and Activities

Mobility Plan

Week 1. International Project on Sports (the UK, Spain, Italy, France, the Netherlands). Stay at Broomley Grange

Week 2. International Project “SmartMaths” (the UK, Estonia, Spain, Italy). Stay at Broomley Grange

Week 3. Observing lessons and shadowing English teachers at the Academy at Shotton Hall. Stay in Newcastle upon Tyne



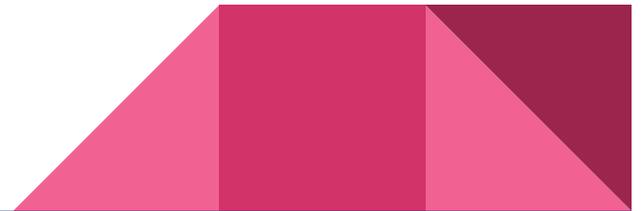
Mobility Plan

Week 4. International Project “The Bridge” in Norway (the UK, Norway, Spain, Italy, the Netherland, Croatia, Poland, Slovenia). Stay in the South-West of Norway (Bergen)

Week 5. Shadowing the English project coordinator at the Academy at Shotton Hall

Places visited within the framework of the project: Durham, Edinburgh

At weekends: Travelling within the UK ([The Lake District](#))



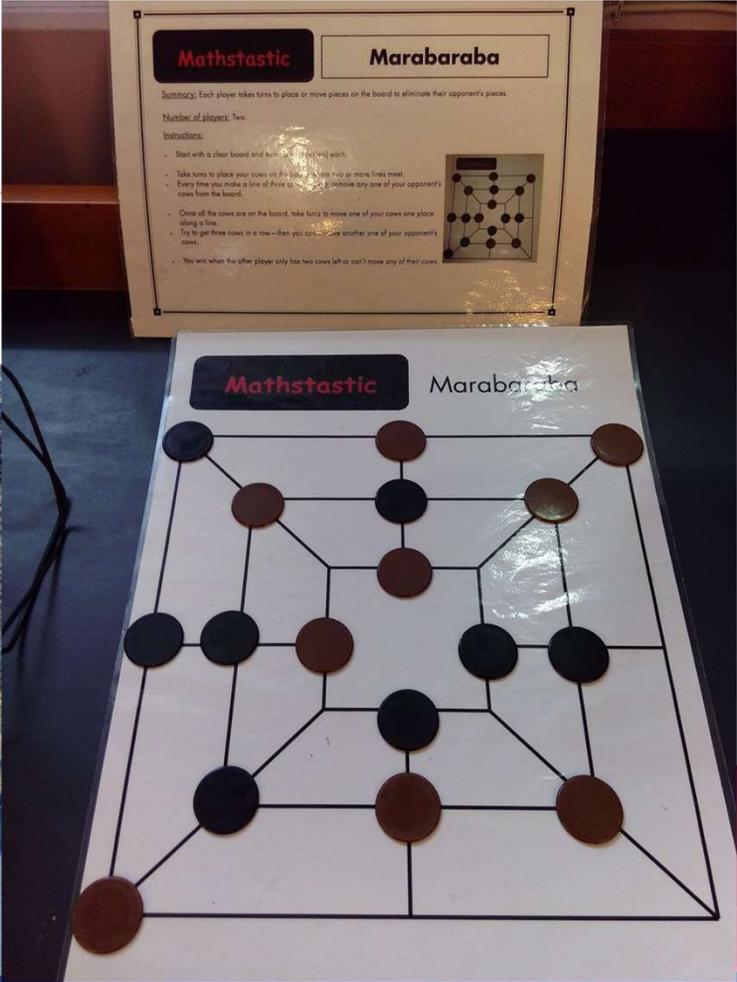
Broomley Grange



Week 1. Sport Project



Week 2. SmartMaths



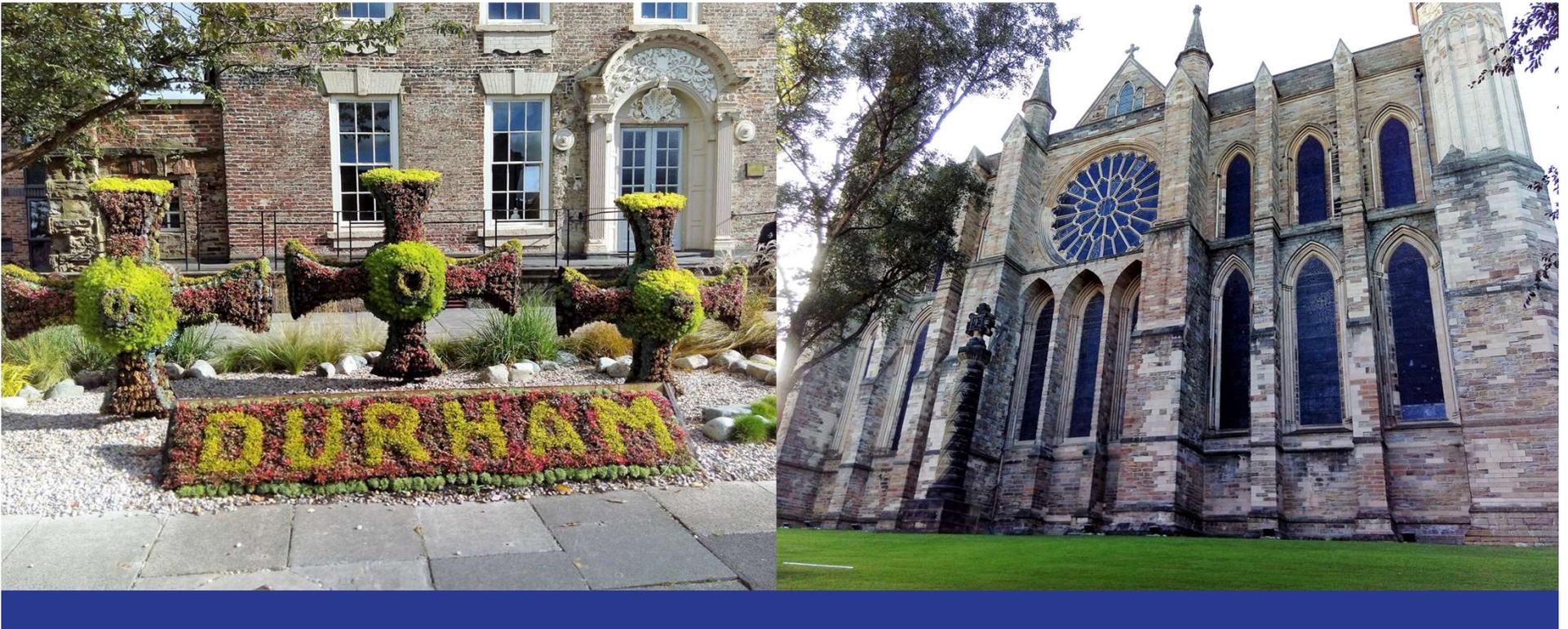
Week 3. Teacher shadowing



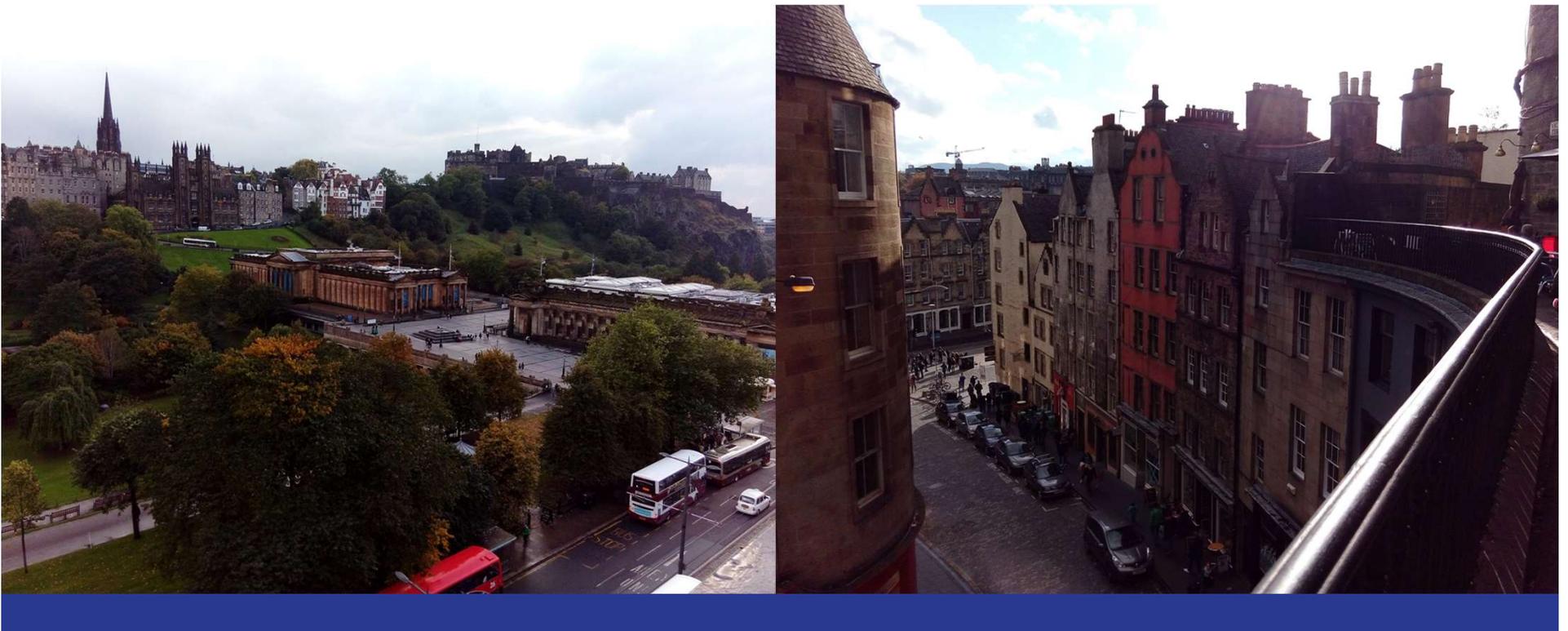
Week 4. Project “The Bridge”, Norway



Durham



Edinburgh, Scotland





Geordie

Newcastle English
Northern English Dialect

Geordie



Get your first impression

Phonetic differences

[æ] as [ɑ]

black

[ə] as [ɑ]

teacher

[ʌ] as [ʊ]

bus

[eɪ] as [e:] or [ɪə]

place

[oʊ] as [o:]

so

[aɪt] as [i:t]

night



Results and contributions

Sharing ideas about techniques to employ

Techniques to employ

Technique 1. Individual white boards

Technique 2. Student portfolio

Technique 3. Assessing writing assignments

Technique 4. Reorganising desks and sharing worksheets

Technique 5. Visualisation

Technique 6. Washable book covers



Technique 1. Individual white boards



- Enables the teacher to see if every pupil/student is involved in the studying process;
- Gives the teacher an opportunity to see each student's progress;
- Motivates learners to take active part in the studying process;
- Enables students to practise writing, listening and speaking simultaneously;
- Can be used in different and creative

Technique 2. Student portfolio

The Academy
at Shotton Hall

Name Jodie Gray Subject Geography
Teacher Mr. Barber Class 11A

KS2 Maths/English/average level 2C
Baseline grade/level
Target grade/level - end of year 1A
Target grade - end of KS4

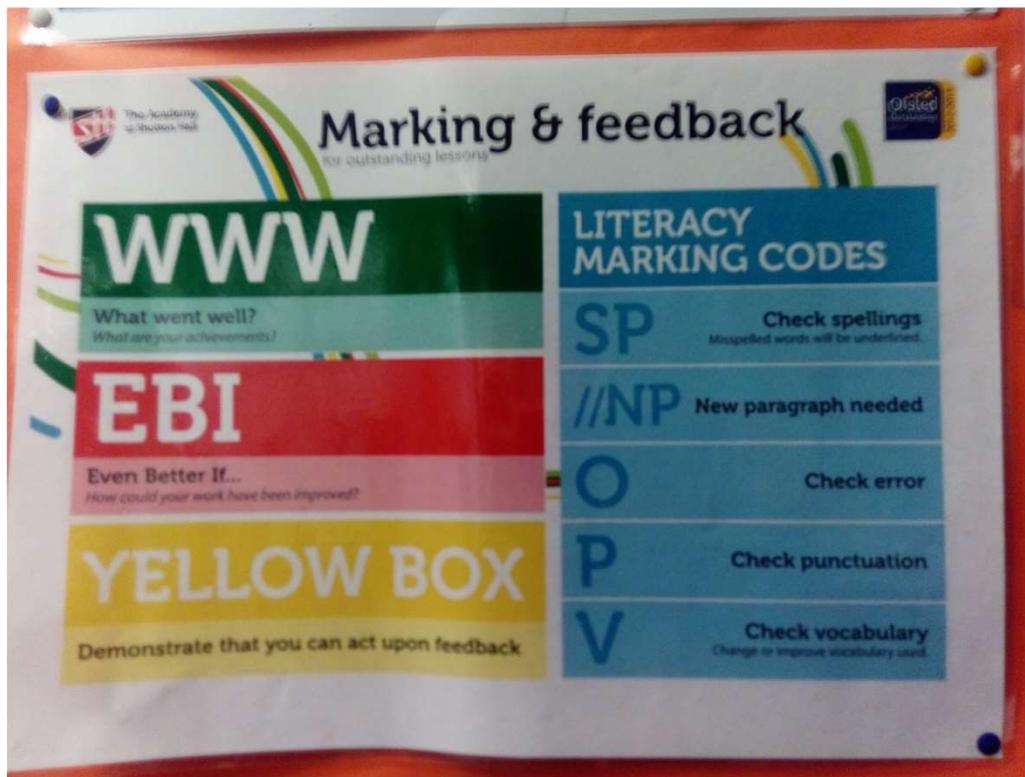
PROGRESS DURING YEAR

ASSESSMENT	LEVEL/GRADE	PROGRESS
Autumn		
Spring		
Summer		

END OF YEAR - DID YOU REACH YOUR TARGET? YES/NO

- Pupils/Students collect all works, feedbacks and analyses;
- The teacher gives feedback and directs students;
- Enables the teacher to follow the development of pupils/students;
- Makes pupils/students analyse their written works, see their strong and weak points in studying, avoid making the same mistakes.

Technique 3. Assessing writing assignments

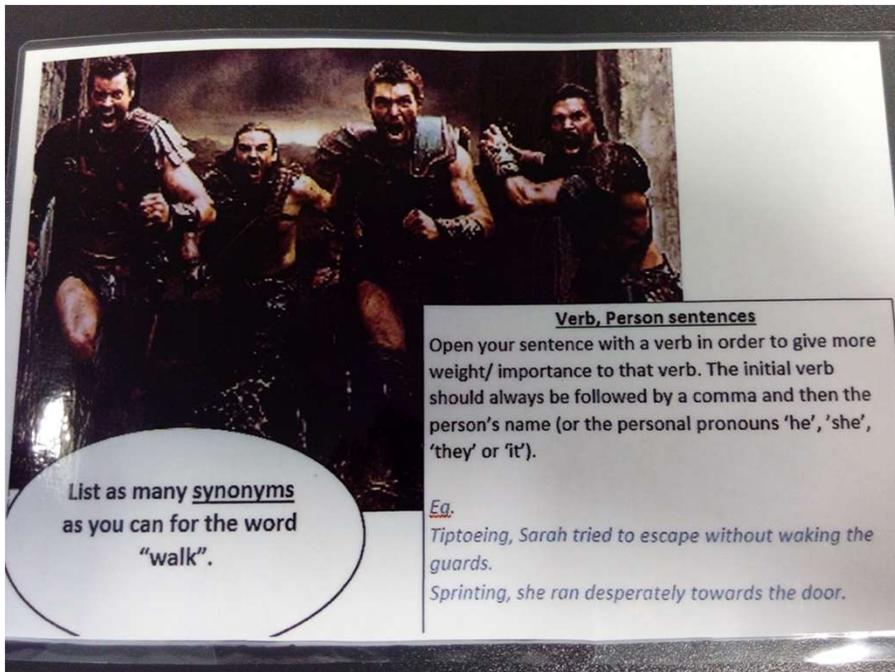


The teacher checks writing assignments, gives feedback on strong and weak points, attracts students' attention to problems/mistakes (underlines or highlights them using literacy marking codes).

Students analyse their works and work through their mistakes trying to avoid making the same mistakes further.

Both the teacher and the students see the progress.

Technique 4. Reorganising desks and sharing worksheets



Verb, Person sentences
Open your sentence with a verb in order to give more weight/ importance to that verb. The initial verb should always be followed by a comma and then the person's name (or the personal pronouns 'he', 'she', 'they' or 'it').

Eq.
Tiptoeing, Sarah tried to escape without waking the guards.
Sprinting, she ran desperately towards the door.

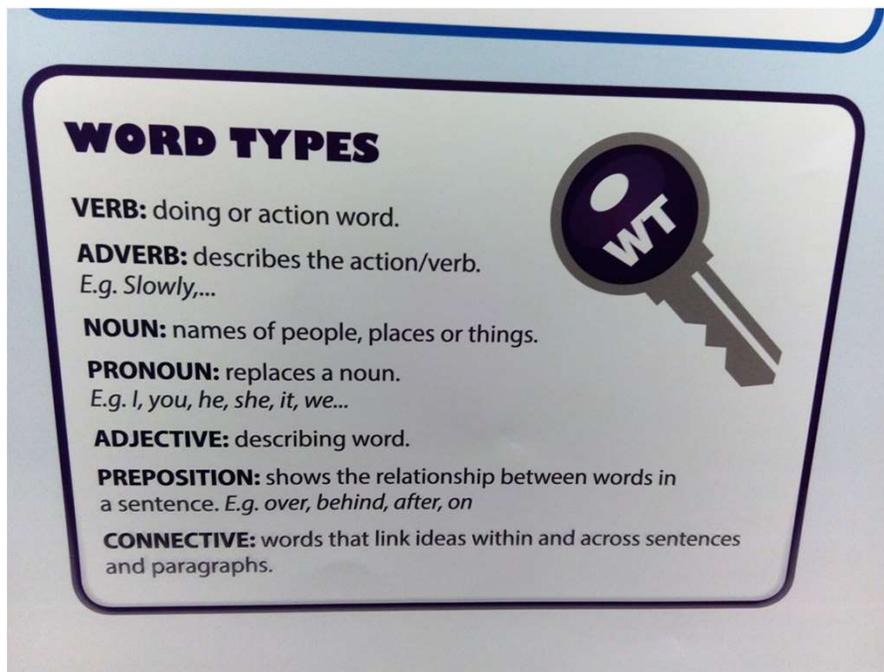
List as many synonyms as you can for the word "walk".

In terms of integrated language learning and joint topic teaching without using a course book, this method saves paper and ink usage (less copies necessary).

Students have a possibility to work in groups and learn from each other.

Weak students can be assisted by strong ones.

Technique 5. Visualisation



Posters explaining rules, listing examples etc. can be placed on walls of classrooms. Walls of school corridors can be educational (depicting rules, useful information etc.).





Technique 6. Washable book covers



Book covers made of cloth can be washed and used for a long period of time.





Results and contributions

Self improvement

Self improvement



Participation in this project has resulted in:

- the broadened horizon of the mind;
- social and cultural development;
- enhanced communication skills;
- improved language skills;
- new friends and acquaintances;
- enhanced professional skills;
- growth of self-confidence.

This experience has opened new doors in



Sharing is caring...
Thank you for attention!