

REPORT Learning Training Teaching activities

Period: 3 April-10 April 2017

Location: Avola, Italy

Number of Pupils: 16

Number of teachers: 5

SUMMARY

The activities planned within the HanDS project in general consist of the development, testing and implementation of innovative practices, the exchange of experience and knowledge and the carrying out of joint analysis and research.

The activities related to the Learning, Training Teaching component (LTT) deal a.o. with peer learning, the development of competences, the support of pupils with special needs and the mobility of staff and pupils.

PUPILS:

- By organising a *Blended mobility* for 16 school pupils (7 days), we supported the pupils with special needs and fewer opportunities. As Majorana decided to leave the partnership a few days before the activity, the trip planned had to be adapted to the new situation. Still the program was dealing with the development of competences and the support of pupils with special needs. The pupils were offered a program giving them better access to the labour market as a result of study & working experiences in an international setting.

STAFF IN EDUCATION:

- By organising the *Joint staff training* event (7 days) a group of 5 teachers was qualified over more to guide their pupils towards the labour market. The joint training event was linked to and combined with the blended mobility activities organised; the education staff joining these events was accompanying the pupils. As Majorana decided to leave the partnership a few days before the activity, the trip planned had to be adapted to the new situation. Still the educational staff had the opportunity to work on the overall goal of the project as they were enriched with ideas how to improve the educational system.

The physical mobility was combined with virtual mobility. Media like Facebook were used to share the experiences of the youth. The pupils were asked to gain (and share in a creative way) information about the country, island and school before they went to Italy. Regarding the follow-up: pupils shared the learning outcomes with each other back at their own school. The working experiences of the students will be used as input for the development of the internship carousel. The pupils and teachers acquired and improved their skills on intercultural learning, social relations and even could practice foreign language.

Below is described more in detail (in the Dutch language) what the programme is dealing about.

NARRATIVE DETAILED DESCRIPTION OF THE PROGRAMM

(in Dutch)

De reis naar Sicilië zetten we in als onderdeel van het assessment. Voor veel leerlingen geldt dat ze zelden buiten de stadsgrens komen laat staan dat ze buiten de landsgrens komen.

Tijdens de voorbereiding van de 8 daagse werkweek naar Sicilië Avola worden leerlingen goed voorgelicht. Ze melden zichzelf aan, zodoende werken we met een gemotiveerde groep leerlingen.

Het lange termijn doel van de reis is om de leerlingen voor te bereiden op een duurzame plek op de arbeidsmarkt.

De reis gebruiken we als een onderdeel van het assessment ter voorbereiding op de zelfstandige oriënterende stages of voor plaatsing stages.

In de villa zijn verschillende werkzaamheden te verrichten. Alle leerlingen voeren alle taken uit. Er wordt gewerkt in groepen van 4 leerlingen en 1 begeleider. Werkzaamheden variëren van slopen, schoonmaken, tuinonderhoud, corvee, maaltijd verzorgen, boodschappen doen, schilderen, meubels maken, schuren etc.

De eigenaar van de villa is de opdrachtgever en we voeren de opdrachten uit die we van hem krijgen. Zodoende leren leerlingen om opdrachten te accepteren en uit te voeren. Uit onderzoek in de gemeente Enschede is gebleken dat werkgevers er veel waarde aan hechten dat de stagiair luistert naar de opdracht en deze uitvoert.

Door verschillende werkzaamheden aan te bieden kan de leerling ervaren waar hij /zij meer compassie mee heeft. De docent kan zien hoe de leerling werkt en welke deelvaardigheden het beste bij hem/haar passen. Zo kan het plotseling opvallen dat een leerling goed in staat is om de juiste maat hout te meten en af te tekenen.

Werknemersvaardigheden zoals doorzetten, nauwkeurigheid, omgaan met kritiek en samenwerken zijn goed inzichtelijk en meetbaar.

Bovenstaande competenties staan in het leerlingvolgsysteem, Presentis. Daarin wordt de score op diverse competenties bijgehouden en heeft de leerling inzicht in zijn eigen sterke punten en leerpunten.

Door de intensiteit van de week zijn de leerlingen goed te sturen op sociaal gebied. We eten 3 maaltijden per dag gezamenlijk die door leerlingen bereid zijn.

Aan tafel wordt verwacht dat ze zich sociaal opstellen en bijv vragen als ze iets van de andere kant van de tafel willen. Het is ook een moment waarin de persoonlijke hygiëne punt van aandacht is.

De leerlingen zijn verantwoordelijk voor hun eigen slaapkamers en er wordt van hen verwacht dat ze de kamer schoon en opgeruimd houden.

Na het werken ondernemen we met de gehele groep culturele en sportieve uitjes. Ook hierin komen de sociale competenties veelvuldig aan de orde.

Door op deze manier met de leerlingen te werken hebben we aan het einde van de week een goed beeld van de capaciteiten en de leerbaarheid van de leerling. Door dit goed vast te leggen in Presentis kunnen we leerlingen beter matchen met een stageplek en de ondersteuningsbehoefte benoemen. Voor de werkgever is het heel plezierig om te weten waar hij de stagiaire op moet begeleiden.

In het projectvoorstel hebben we geschreven dat we willen onderzoeken of een avondschool bijdraagt aan het vergroten van de kans op een arbeidsplek. Het Diekman is daar positief over en was van plan om bij Majorana naar te gaan kijken. Dit was met Majorana kort gesloten. Er is een programma gemaakt waarbij de leerlingen van Majorana onze leerlingen 'les 'zouden geven en bij de uitwisseling naar ons zou het omgekeerde gebeuren. Ondertussen konden de docenten elkaar bevragen en informatie uitwisselen. Helaas is Majorana op het allerlaatste moment uit het project gegaan en is dit onderdeel komen te vervallen.



Erasmus+

Certificate of attendance ¹

Certificat de participation / Teilnahmebestätigung

Visited school / organisation:
Etablissement scolaire / institution visité(e):
Besuchte Schule / Einrichtung:

Instituto d'Istruzione Superiore Majorana, Via Labriola 1 - Avola

This is to confirm that the following person(s)
Nous certifions par la présence que la/les personne(s) suivante(s)
Hiermit wird bestätigt, dass folgenden Person(en)

Surname, <i>Nom de famille, Nachname</i>	First name, <i>Prénom, Vorname</i>
Bruinenberg	Lute

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a / ont visité notre établissement scolaire / institution dans le cadre du / de la
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Teaching Assignment

Erasmus Strategic Partnership, KA2

Transnational project meeting

Blended mobility of learners

Short-term exchange of groups of pupils

Long-term study mobility of pupils

Long-term teaching or training assignment

Short-term joint staff training event

From 03-04-2017 until 10-04-2017

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Ort, Datum

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Pasveer	Rubin

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Van den Berg	Natasja

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Lengton	Mabel

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Blokhuis	Sander

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Mengerink	Ricardo

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Tiethof	Esmee

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Hunneman	Jesse

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Moes	Naomi

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Van Dam	Nathalie

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Siegersma	Kayley

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Loomulder	Joris

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Strijker	Damian

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Zegeling	Tim

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Instituto d'Istruzione Superiore Majorana, Via Labriola 1 - Avola

This is to confirm that the following person(s)
Nous certifions par la présence que la/les personne(s) suivante(s)
Hiermit wird bestätigt, dass folgenden Person(en)

Surname, <i>Nom de famille, Nachname</i>	First name, <i>Prénom, Vorname</i>
Eidhof	Maud

has / have attended our school / organisation in the context of a
a / ont visité notre établissement scolaire / institution dans le cadre du / de la
unsere Schule / Einrichtung besucht hat / haben im Rahmen einer / eines

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Job shadowing

Teaching Assignment

Erasmus Strategic Partnership, KA2

Transnational project meeting

Blended mobility of learners

Short-term exchange of groups of pupils

Long-term study mobility of pupils

Long-term teaching or training assignment

Short-term joint staff training event

From 03-04-2017 until 10-04-2017

Place, date
Lieu, date
Ort, Datum

Signature of head of school / organisation
Signature de la directrice/ du directeur
Unterschrift der Leiterin / des Leiters

Stamp
Cachet
Stempel

Enschede, 09-04-2017

¹⁵ Please hand out original certificates only, with the original signature and the original stamp (no copy, no fax).



Erasmus+

Certificate of attendance¹⁶
Certificat de participation / Teilnahmebestätigung

Visited school / organisation:
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De Vries	Kay

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Da Costa Berroa	Mahel

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Kruizenga	Joey

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Dutrieux	Darryl

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Erasmus+

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Confederat	Stefan

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Erasmus+

Certificate of attendance ²¹

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Krijgsman	Samuel

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al Tecnico e al Professionale





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al Tecnico e al P*





















