

# Reporting of the job shadowing activities

Forlì Municipality



Co-funded by the  
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Who has gone  
abroad from  
your  
organization

## JS in Linkoping

17-23 January 2016

***Benedetti Daniela*** teacher from pre-school Quadrifoglio

***Boschi Elvira*** teacher from nursery school Farfalle

## JS in Elmer – Bruxelles

7-13 February 2016

***Morena Patrizia*** teacher from nursery school Farfalle

***Fantini Helenium*** social assistant from Family Center

## JS in Colegio Do Sardao – Porto

24-30 January 2016

***Panciatichi Francesca*** teacher from pre-school Quadrifoglio

***Barzanti Alessandra*** teacher from nursery school Farfalle

In which  
partner  
organization  
have they  
been?

**Sweden:** the reading of the good practices presented and because Swedish schools, in Italy, represent an educational model to look

**Port:** it was not so important the destination (all reality shows interesting aspects). What drove us was a great curiosity to know a different experience from our own.

**Belgium:** the documentation provided by Elmer involved us because it was distinct from other experiences for a strong social direction that takes as childcare service. Also it looked like Elmer could provide important insights in terms of integration and starting more inclusive work mode.

## Main focus areas addressed

The teachers who have visited the Swedish services have directed their observation to all four focus areas

The teachers who have visited the Portuguese services have directed their observation at area 1 Doing together / Decision-making and at Area 3 Involvement families

The teachers who have visited the facilities of Belgium addressed their Observation at area 1 Doing together / Decision-making, Area 2 Communication and Area 4 Cooperation and collaborative partnerships with the local community

# Best Practices identified?

## **Sweden:**

- ✓ high attention to cultural diversity in the organisation of the spaces, in the choice of furnishings and accessories, and attention to communication with families
- ✓ care in setting spaces for adults (parents, teachers, ...)
- ✓ outdoor education

## **Portugal:**

- ✓ parent and kids workshops during school time
- ✓ entrust "tasks" to the families during the weekend: research on topics / activities carried out in the service, taking care of the mediator character

...

## **Belgium:**

- ✓ the attention given to the communication with families (always in three languages and through the use of images)
- ✓ parental involvement in daily activities to a better mutual knowledge as well as for the wellbeing of children.

## What has been the feedback from the participants

The experiences in Sweden, Portugal and Belgium have enriched our wealth of knowledge and provided several insights.

Now we need a time for reworking and adaption to our environment also through the involvement of colleagues and administrators.

some first reflection between involved teachers:

- ✓ need to improve the focus on intercultural issues, in particular the communication
- ✓ possibility to work with more relaxed times, more attentive to the children needs and with less restrictions (organization, schedules, security ...)
- ✓ the experience leads us to reflect on our teaching styles.

Has there been any follow-up in the pre-schools as a result of the job shadowing?

A first return to families, children and co-workers was made through a billboard that shows through pictures and captions experiences abroad of our teachers

After a few moments of reflection in the teachers' team small changes have been implemented:

- ✓ more welcoming space for teachers
- ✓ comparison on the importance of outdoor activities to be implemented

# General reflections about the activity

## **Positive aspects:**

- ✓ vision of educational practices and environments whether similar or different from our own.
- ✓ exchange, sharing, co-operation with our colleagues and with colleagues in other countries
- ✓ the need to understand and explain in a different language
- ✓ feeling partner of a European project that breaks down barriers
- ✓ much more formative experience than a course with an expert
- ✓ hospitality

## **Negative aspects:**

- ✓ the need to understand and explain in a language other than their
- ✓ short time

## **Improvements:**

All participants ask observation periods. The weeks should be at least two