

# Job shadowing for VET Teachers of Electronics & Electricity

## 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](http://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.



## **LA CASA SALESIANA DE LA SANTÍSIMA TRINIDAD**

La Casa Salesiana de la Santísima Trinidad is a private school which belongs to the Salesian Congregation. It was founded in 1893. This education establishment, initially situated in the area surrounding the historical centre of Seville, by the time has moved to the heart of the city.

The school, in which more than 1600 students are taught, includes primary, secondary and vocational education (where medium and higher level is distinguished).

The vocational education refers to more than 600 students. Within the higher level following specialization are identified: Programming the Mechanical Manufacturing, Electrotechnical Systems, Electronic Items Development, and Automotive. When it comes to the medium level: Mechanics, Electric and Mechanic Installations, Consumer Electronics.

Our school represents a long teaching tradition, both in Seville and Spain in general. The newest technology used during the classes corresponds to the study programmed chosen by students.

Students are very diverse, as they come from different social groups. The vast majority of students are men.

Moreover, our school offers a wide range of vocational training courses. They are mostly aimed at unemployed people, in order to help them enter the labour market.

Year by year we can observe more students interested in carrying out a vocational training abroad. Taking into account that Seville is the relevant touristic place worldwide, it requires from its inhabitants a linguistic preparation, specific skills acquisition, better understanding of social and economic issues of other countries as well as experiences within international environment. The foregoing arguments and increasing interests in our school offer shown by foreign students are a motivation to implement some mobility projects among students, in order to exchange knowledge as well as professional and cultural experiences.

Our school has an experience of mobility programmes in: Ireland, Switzerland, the United States and Italy (students from the secondary school).

In 2007 students attending the vocational training course carried out their placement in Italy and United Kingdom (Leonardo da Vinci Programme).

Furthermore, the school possesses The Erasmus Card, from which in the academic year 2011/12 four vocational students (the higher level) benefited and could take part in traineeships. In the academic year 2012/2013 similar internships was planned for 6 students.

By taking part in programmes mentioned above, the school would like to demonstrate its interests in European project and instil that on its students.



Since 2006 our school, as well as other centres of the Congregation, possess the quality certification UNE-EN-ISO 9001, issued by Eduqatia.

## **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?



Erasmus+



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**EUROMIND PROJECTS SL**

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



16:00 – 18:00	<p>First day of job shadowing round-up:</p> <ul style="list-style-type: none"> <li>• each visiting teacher describes his or her experience on forum</li> <li>• group discussion of each teacher’s experiences</li> <li>• conclusion and aspects to look into</li> <li>• preparation of the list of questions to focus on the second day of job shadowing</li> </ul>	
<b>Tuesday</b>		
<p>7:45 – 8:00</p> <p>8:00 – 9:00</p> <p>9:00 – 10:00</p> <p>10:00 – 11:00</p> <p>11:00 – 11:30</p> <p>12:30 – 13:30</p> <p>13:00 – 14:30</p>	<p>Meeting with the host Teacher: short briefing, answering and asking questions related to the organisation of the day.</p> <p>First Year Students: Industrial automation</p> <p>First Year Students: Electronics</p> <p>Second Year Students: Electrotechnics</p> <p>Lunch break</p> <p>First Year Students: Industrial automation</p> <p><b>Students ‘evaluation system – meeting with the school Manager – Francisco Garcia Garcia</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Visiting Teacher knows the context in which Spanish teachers teach</li> <li>✓ Visiting Teacher knows the curriculum of Industrial automation for the first-year VET students</li> <li>✓ Visiting Teacher knows the curriculum of Electronics for the first-year VET students</li> <li>✓ Visiting Teacher knows the curriculum of Electrotechnics for the second-year VET students</li> <li>✓ Visiting Teacher knows the principals of evaluation system in VET schools</li> <li>✓ Visiting Teacher knows the dynamics between the students and the teachers</li> <li>✓ Visiting Teacher is able to help the students with their tasks in English.</li> </ul>
16:00 – 18:00	<p>Second day of job shadowing round-up:</p> <ul style="list-style-type: none"> <li>• each visiting teacher describes his or her experience on forum</li> <li>• group discussion of each teacher’s experiences</li> <li>• conclusion and aspects to look into</li> <li>• preparation of the list of questions to focus on during the second day of job shadowing</li> <li>• completing professional development diaries</li> </ul>	

### 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: Interior electrical installations	✓ Visiting Teacher knows the curriculum of Interior electrical installations for second year students.
9:00 – 10:00	Second year students: Distribution facilities	✓ Visiting Teacher knows the curriculum of Distribution facilities for second year students.
10:00 – 11:00	Lunch break	✓ Visiting Teacher knows how classes on Common telecommunications infrastructure in houses and buildings look like and how they are delivered in Spain for first year students.
11:00 – 11:30	First year students: Common telecommunications infrastructure in houses and buildings	✓ Visiting Teacher knows how the sessions on employment and vocational guidance are delivered in Spanish VET schools.
12:30 – 13:30	First year students: Employment and vocational guidance	✓ Visiting Teacher is familiarised with the Spanish students' classes on how to open up their own company and how to be entrepreneurial.
13:00 – 14:30	Second year students: Company start-up and entrepreneur initiative	
16:00 – 18:00	Third day of job shadowing round-up: <ul style="list-style-type: none"> <li>• each visiting teacher describes his or her experience on forum</li> <li>• group discussion of each teacher's experiences</li> <li>• conclusion and aspects to look into</li> <li>• preparation of the list of questions to focus on during the third day of job shadowing</li> <li>• completing professional development diaries</li> </ul>	

### 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 home automation systems and the one in their home country.
8:00 – 9:00	First year students: Home automation systems	✓ Visiting Teacher knows the curriculum of Photovoltaic solar

9:00 – 10:00	First year students: Photovoltaic solar installations	installations for the first-year VET students.
10:00 – 11:00	First year students: Electrotechnical installations	✓ Visiting Teacher knows the curriculum of Electrotechnical installations for second year students.
11:00 – 11:30	Lunch break	
12:30 – 13:30	Second year students: Electric machines	✓ Visiting Teacher knows the curriculum of Electric machines for second year students.
13:00 – 14:30	<b>Pastoral care, parents and teachers' cooperation, ethics</b>	✓ Visiting Teacher understand the importance of pastoral care, ethics and teachers' and parents' cooperation in the Spanish schools.
16:00 – 18:00	Fourth day of job shadowing round-up: <ul style="list-style-type: none"> <li>• each visiting teacher describes his or her experience on forum</li> <li>• group discussion of each teacher's experiences</li> <li>• conclusion and aspects to look into</li> <li>• preparation of the list of questions to focus on during the fourth day of job shadowing</li> <li>• completing professional development diaries</li> </ul>	✓ 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.
<b>Friday</b>		
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 able to provide some guidance and help to Spanish students
8:00 – 9:00	First year students: Electrotechnical and automatic systems	✓ Visiting Teacher is aware of the differences and similarities in the way electronics is being taught in Spain and in their home country.
9:00 – 10:00	First year students: Electrotechnical and automatic systems	✓ Visiting Teacher knows the curriculum of Electrotechnical and automatic systems for the first-year VET students.
10:00 – 11:00	Second year students: Electronic system	✓ Visiting Teacher knows the curriculum of Electronic system for second year students
11:00 – 11:30	Lunch break	
12:30 – 13:30	Second year students: Company start-up and entrepreneur initiative	✓ 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
13:00 – 14:30	On the job training organisation – discussion	

16:00 – 18:00	<p>Fifth day of job shadowing round-up:</p> <ul style="list-style-type: none"> <li>• each visiting teacher describes his or her experience on forum</li> <li>• group discussion of each teacher’s experiences</li> <li>• conclusion and aspects to look into</li> <li>• preparation of the list of questions to focus on during the fifth day of job shadowing</li> <li>• completing professional development diaries</li> <li>• Handing out of mobility certificates</li> </ul>	home.
<b>Saturday</b>		
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.

Receiving Organisation

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Done at: Seville, 17/01/2017

Sending Organisation

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Done at: Katowice, 18.01.2017.



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