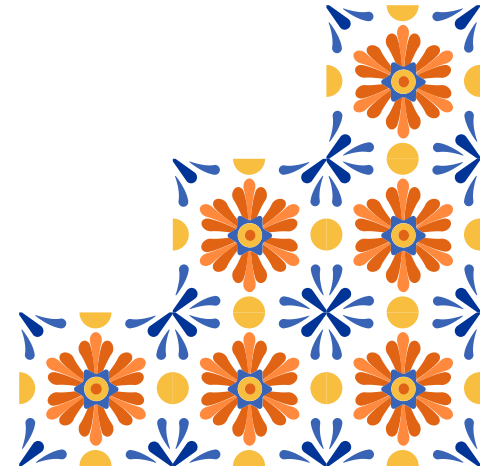


Job shadowing Seville – Spain 28th March – 1st April

Docenti scuola dell'infanzia:
Falcone Mafalda
Gualdi Sonia
Oriolio Rosangela

Docenti scuola primaria:
Ongis Cristina
Spina Laura
Tagliabue Monica



Job shadowing...cos'è?



E' un progetto che offre ai docenti l'opportunità di trascorrere un certo periodo all'estero in un istituto ed esplorare le metodologie di formazione, il materiale didattico e gli strumenti adottati per acquisire competenze e capacità da riportare nel proprio paese.

Rappresenta un'ottima occasione per osservare il lavoro dei colleghi all'estero, costruire relazioni, scambiare esperienze e acquisire nuove strategie di insegnamento e valutazione.

Il nostro arrivo a Siviglia...



...e l'accoglienza all'istituto «CEIP Vicente Aleixandre»

situato a La Algaba, un piccolo villaggio a pochi chilometri di distanza da Siviglia.





Il planning delle attività della settimana



JOB SHADOWING

ISTITUTO COMPRENSIVO CANTU' 3
26th March - 1st April

Science lessons; Maths lessons; Other subjects (PE, Music and Spanish); 3-year (nursery); 4-year (primary); 5-year (middle)

Date	Activities	Person in charge
Saturday 26th March	<p>Arrival</p> <p>Luz, José Manuel, Ana</p> <p>Luz, Ana</p> <p>(Optional) 4:30pm - Visit to Alcázar. Book tickets at https://realalcazarsevilla.sacatuentrada.es/</p> <p>18:00 - Walk around the city centre (Alameda, Santa Catalina, Plaza Nueva, Salvador)</p>	
Sunday 27th March	<p>(Optional) Trip to Santiponce</p>	Ana, Víctor
Monday 28th March	<p>8:30 - Bus to the school</p> <p>9:00 - Welcome to school (introduction to the Spanish Education System)</p> <p>10:00 - Tour around the school: get to know school staff and buildings</p> <p>11:00 - Coffee Break. Meeting with Ana to discuss timetable.</p> <p>12:00 - Job Shadowing</p> <ul style="list-style-type: none"> 1stC Science (Ana) 1stD Maths (Carmen) <p>13:00 - Job Shadowing</p> <ul style="list-style-type: none"> 1st PE (Víctor) 2ndD Maths (Virginia) <p>14:00 - Lunch at school</p> <p>16:00 - Back to Seville</p> <p>18:30 - Visit to Plaza España, Parque María Luisa and Judería</p> <p>20:30 - Dinner at Bar Perejil and Las Columnas</p>	Jorge, Víctor, Ana



Tuesday 29th March	<p>8:30 - Bus to the school</p> <p>9:00 - Job Shadowing</p> <ul style="list-style-type: none"> 1stB Science (Mari Carmen) 1stA Maths (Elena) <p>10:00 - Job Shadowing</p> <ul style="list-style-type: none"> 4thB Science (Gabriel) 3rdD PE (Sheyla) 2ndA Maths (Cristina) 3-year-B Maths (Loli) 4-year-D Creative Graphism (Esther) 5-year-C Projects (Amparo) <p>10:30 - Job Shadowing</p> <ul style="list-style-type: none"> 5-year-B English (Luna) <p>11:00 - Meeting with Bilingual, Math and Nursery Coordinator.</p> <p>12:00 - Tour around La Aljaba with 6thC</p> <p>14:00 - Back to Seville</p>	Juan José, Amparo, Ana Maribel, Ana
Wednesday 30th March	<p>8:30 - Bus to the school</p> <p>9:00 - Job Shadowing</p> <ul style="list-style-type: none"> 6thA Maths (Juan José) 3-year-C Assembly (Lola) 5-year-A Maths (María José) <p>10:00 - Job Shadowing</p> <ul style="list-style-type: none"> 5thB Science (José Manuel) 3rdB Maths (Maribel) 3-year-C Corners (Lola) 4-year-B Maths (Aurora) 5-year-B Oral language (Vane) <p>10:45 - Coffee Break</p> <p>11:00 - Extension Programme Radio</p> <p>12:00 - Job Shadowing</p> <ul style="list-style-type: none"> 3rdB Science (Ana) 5thD Maths (José Manuel) 5thB Music (Begoña) <p>13:00 - Job Shadowing</p> <ul style="list-style-type: none"> 6thD Science (Luz) 4thB Maths (Gabriel) <p>14:00 - Back to Seville</p> <p>19:45 - Flamenco show Tickets for Flamenco show (8€)</p>	Victor



Thursday 31st March	<p>8:30 - Bus to the school</p> <p>9:00 - Autism Race</p> <ul style="list-style-type: none"> 3-year-A Assembly (Isa) 4-year-C Projects (Mari Angeles) 5-year-A Maths (María José) <p>10:00 - Job shadowing</p> <ul style="list-style-type: none"> 6thC Music (Begoña) 4thD Spanish (Marta) 4thC Maths (Inma) 3-year-A Psychomotricity (Isa) 5-year-C Projects (Amparo) <p>11:00 - Coffee Break</p> <p>12:00 - Italian Education System - comparison and conclusions about the job shadowing.</p> <p>14:00 - Back to school</p> <p>20:30 - Farewell dinner at Betis 7</p>	José Manuel, Gabriel, Luz, Amparo, Juan José, Ana
Friday 1st April	<p>Departure Day</p>	Jorge, Ana

RESTAURANTS NEAR THE APARTMENT

- Delantal Negro
- Ojala Tapas
- Alcázar Andalusi Tapas
- Al Aljibe
- Duo Tapas
- La Gordá de Calatrava
- Bar Antojo
- Casa Ricardo

CAFÉ AND PUBS

- Sra. Pop
- Dilema
- Carambolo
- Eureka
- El Viajero Sedentario
- Alameda 84

THINGS TO DO

- Visit Cathedral
- Seville Sightseeing Tour & River Cruise
- Seville Night Tour
- Tour nocturno por Sevilla Encantada
- Visita nocturna por Triana
- Ruta "La Sevilla Encantada"



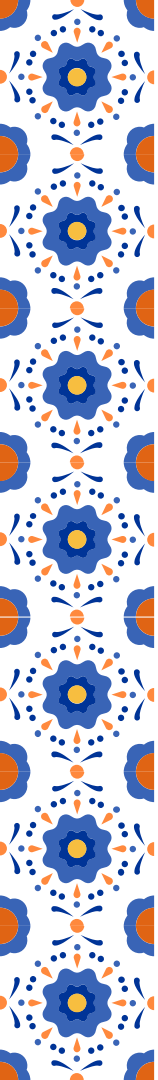
Job shadowing alla scuola dell'infanzia:



Attività di letto-scrittura



Attività di matematica
«Las regletas»



Attività di psicomotricità e musica

Allestimento delle aule



La sezione speciale



..controlliamo la rabbia



Alcune risorse vengono utilizzate a supporto giornaliero di alunni con bisogni educativi speciali. In un'aula a misura, la prima ora del mattino questi bambini provano a capire come “gestire” le proprie emozioni

Job shadowing alla scuola primaria:

Matematica (progetto OAOA), CLIL Scienze sociali, Arte, Musica, Ed. fisica, Spagnolo

OAOA Method Mathematics Area

CEIP VICENTE ALEXANDRE

1º What is OAOA?

It's a Math innovation project whose main aim is to offer the learner, among other contents of other curricular blocks, a wide range of open algorithms to apply them in real situations of learning.

OAOA means Other Algorithms for Mathematics Operations, offering different ways to solve addition, subtraction, multiplication and division operations basing them on mental calculation.

It was established in our school from Early Childhood to Primary Education several years ago. This is the seventh year.

2. Main aspects of the methodology VS traditional methodology.

- Use of manipulative materials to facilitate the understanding of contents: Cuisenaire rods, geoplano, calculator... Always respecting the stages of learning: manipulative, graphic and symbolic.

Manipulativa	Gráfica	Simbólica
REALIDAD	REPRESENTACIÓN	FORMALIZACIÓN
		$1 + 2 = 3$

- Promotion of oral expression when students have to explain the mathematical processes.
- Coordination of Math teachers. They all work similarly using a Google Drive folder to organize and share all the resources. Regular meetings also take place to coordinate all the teaching learning process.

- Give importance to solving problem strategies as the main content of the subject. There are specific worksheets for each didactic unit.
- Finally, mentioned previously, several and different algorithms are used to promote mental calculation. Here you have some examples:

Examples of 3rd grade OAOA resources:

Mis estrategias

+

OAOA

×

-

÷

ESTRATEGIA: Buscar el cambio del número. ¿Cómo cambian?

$6 - 4 = 2$

Mira del 6. Primeros, busca en el "libro" del 6 la página del 4. Después, escribe su pariente, como resultado?

Los amigos: 6 - 4 son 2 porque 4 + 2 = 6

ESTRATEGIA: BÚSQUEDA DE DIECES

$7 + 5 = 12$

Primeros, descompongo el 5 en 3 + 2. Después, con 7 + 3 ya tengo el 10. Por último, con el 10 + 2 el resultado es 12.

DIVIDIR: araña extendida

$189 \text{ €} : 3 \text{ niñas} = (180 + 9) : 3 = 63 \text{ €}$

hasta 3 cifras descomponiendo

Multiplicar: tiburón

$46 \cdot 2 = 92$

2 cifras

RESTAR: por composición

$167 = 85 + 10 + 60 + 7$

hasta 3 cifras

Primero Curso - Segundo Curso



Unidad 5, Ficha 10
Nombre: _____ Fecha: _____

1. Completa de un referente o otro basándote en él.

Diciembre 6 al 12	_____ + _____ = _____	Diciembre 6 al 12	_____ + _____ = _____
Diciembre 5 al 14	_____ + _____ = _____	Diciembre 7 al 11	_____ + _____ = _____
Diciembre 6 al 11	_____ + _____ = _____	Diciembre 7 al 13	_____ + _____ = _____
Diciembre 6 al 15	_____ + _____ = _____	Diciembre 9 al 11	_____ + _____ = _____
Diciembre 8 al 16	_____ + _____ = _____	Diciembre 6 al 14	_____ + _____ = _____

Unidad 4, Ficha 10
Nombre: _____ Fecha: _____

Resuelve los siguientes problemas:

1. Tenía 182 canchitos y he perdido 77. ¿Cuántos canchitos me quedan?

182 - 77 = 105

2. A la reunión de la clase de segundo han asistido 19 chicos y 6 chicas. ¿Cuántos personas han asistido en total?

19 + 6 = 25

Diagrama de flujo:

```
graph TD
  A[TODO] --> B[PARTE]
  A --> C[PARTE]
```

Datos:

- Camisetas que tenía.
- Camisetas que se perdieron.
- Camisetas que me quedan.

FACILEMAS DE SUMA

CONSTRUYE LAS PARTES Y COMPLETA RECONSTRUYENDO EL TODO

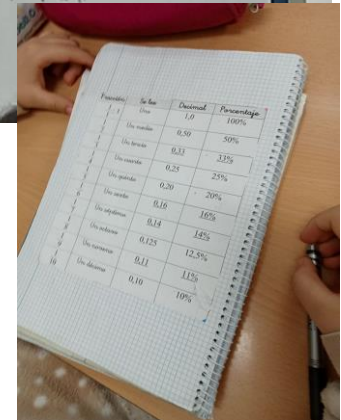
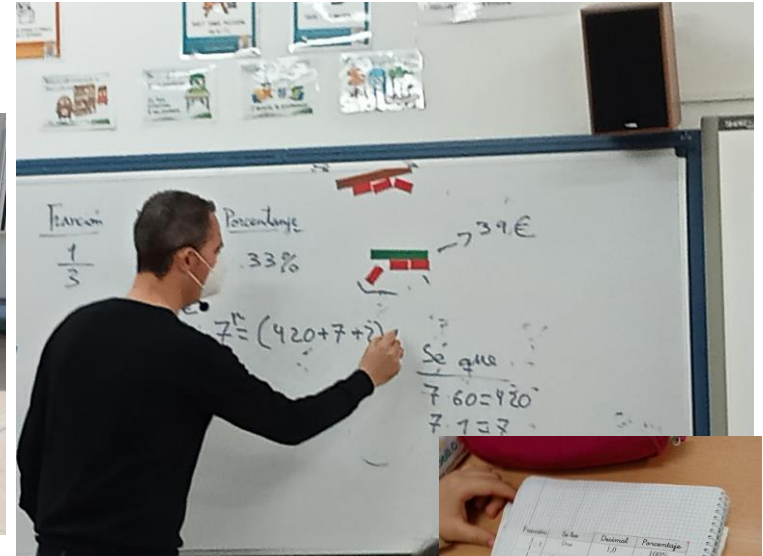
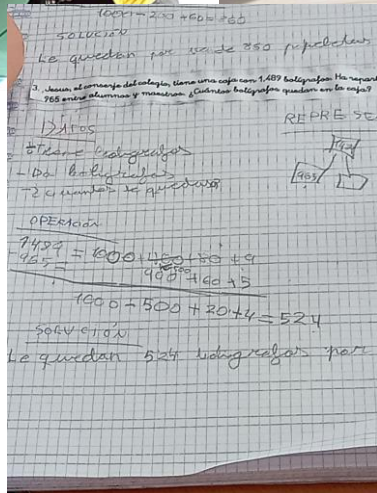
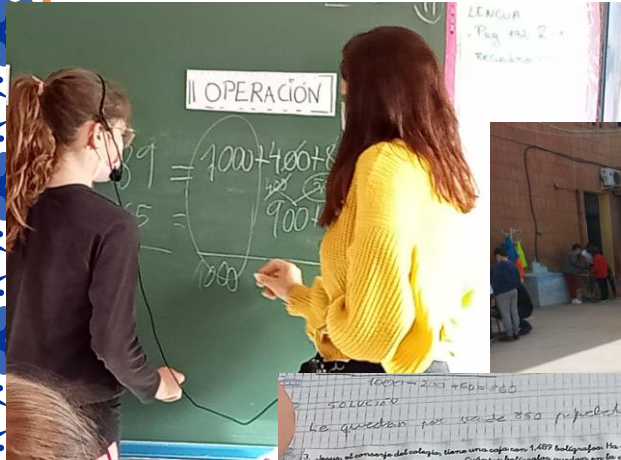
1200000 + 300000 = ?

FACILEMAS DE RESTA

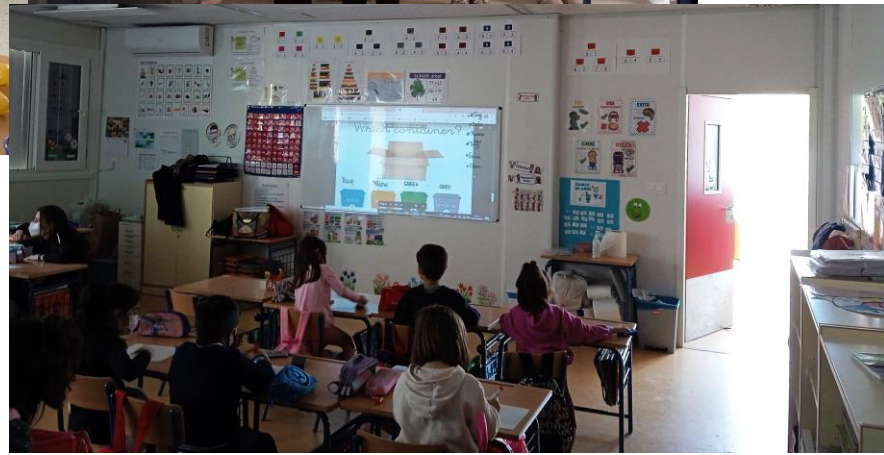
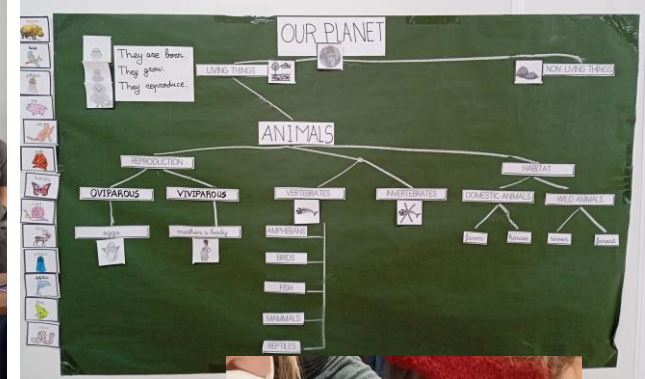
CONSTRUYE EL TODO PLENANDO LAS ALGUNAS DE LAS PARTES

8000000 - 3000000 = ?

Quinto Curso - Sesto Curso



CLIL : Science



CLIL : P.E. - Art



Visita ad Algaba con la classe dei giovani «ciceroni»



La nostra intervista con i piccoli radio-cronisti



E infine... SIVIGLIA!



Un super GRACIAS ai fantastici colleghi spagnoli
che ci hanno accolte e ci hanno permesso di vivere
un'esperienza meravigliosa!

